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ABSTRACT

This report describes a study tour of Saskatoon (Canada) school libraries undertaken by a library director and the deputy director of the board of education of Umea, Sweden (October 13-21, 2001). The purpose of the study tour was to: (1) develop an awareness of the scope of modern school library programming; (2) discuss with principals and teachers the impact of an integrated approach to school library services and the steps to implementing such a program; (3) focus on the integration of independent learning skills and information literacy approaches into the regular teaching program; and (4) investigate the aspects of the implementation of a modern school library program, including staffing, facilities, educational programming, resources, staff training and development, advocacy, policy, and procedures. The sections of the report cover: the purpose of the study tour; federal, provincial, and local responsibilities for education; provincial directions in education; site visits and observations; and synthesis of observations. Appendices include the original project proposal, participant biographies, the agenda for the study tour, the contact list, the Umea municipal library plan, a bibliography of documents collected, the consultant's curriculum vitae, and an observation summary diagram. (Contains 17 references.) (MES)

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UMEA, SWEDEN - SASKATOON, CANADA

RESOURCE-BASED LEARNING STUDY TOUR

A Report of a Study Tour
of
Saskatoon School Libraries

by

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and

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13-21 October 2001

Compiled with assistance from
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The Canadian Co-ordinator for the project was
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With the assistance of colleagues in Saskatoon, and through the Saskatchewan School Library Association, he organized the itinerary, hosted the visitors, and provided transportation to the sites. In addition, he assisted with the edited of the final Report.

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City of Saskatoon
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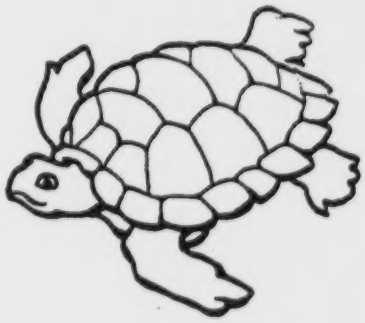
Saskatchewan Teacher's Federation
Saskatoon Public Library
Saskatoon Public School District No. 13
Saskatoon West School District No. 41
Wheatland Regional Library System

Dr. John G. Egnatoff Elementary School
Langham High School
Marian M. Graham Collegiate Institute
Mayfair Community School
Nutana Collegiate Institute
Prairie View School
Wildwood Elementary School



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Executive Summary

Resource-based learning provides a philosophical approach and a methodological strategy to implementing information literacy skill development through the regular school curriculum. This concept has been accepted for at least three decades in various parts of North America. In some areas it has been endorsed and consistently used as a pedagogical principle with considerable success.

In modern society, students are being bombarded with an immense amount of information from print and electronic sources. Teachers are often overwhelmed by the scope of the content in the various curricula that must be investigated. The emphasis in some systems is to shift from "content-related" to "process-involved" learning. In the search for some 'best practices" related to the development of information literacy through the school and public library, this study tour was planned in Canada.

The Ministry of Education in the Canadian province of Saskatchewan adopted the Resource-Based Learning (RBL) approach to curriculum implementation in the 1980s. They have consistently used this methodology across all curricula. The urban area of Saskatoon (and a nearby rural district) was selected for this visit. It has a high reputation for successful integration of RBL into its school curriculum through the systematic development of a school library program and the employment of trained and experienced teacher-librarians.

"Directions" in Section 4 of this Report outlines the Provincial curricula framework in which RBL has been developed. It delineates the goals and values espoused in Saskatoon.

The reports of the 15 site and agency visits is detailed in Section 3. The role of teacher-librarians as the facilitators of RBL through Cooperative Planning and Teaching, and Information Literacy Skills integration in the units was clearly demonstrated.

A synthesis of the material from the observations and the documentation (Sections 5 and 8) is provided in Section 6. The various aspects of a School Library and Information Services program as it relates to the implementation of RBL

are outlined and discussed in some detail. A set of definitions is provided for reference purposes.

A brief summary concludes the paper. Section 7 Recommendations for application of this material will be provided separately, and with specific reference to the school and public library systems of Umea.

The 'immersion approach' used in this tour gave the participants a significant on-site look at what is really happening in school libraries and classrooms in Saskatoon. The opportunity to interact personally with Students, Teachers, Principals, Superintendents and Directors was valuable in understanding the depth of adoption of this approach in their schools.

The participants would appreciate an opportunity to discuss the content of this Report with all interested parties at the earliest opportunity.

What a school thinks about its library is a measure of what it feels about education.
Emergency Librarian, 1998

1. Introduction

Change is occurring in education around the world. Administrators and educational leaders are under pressure to adopt practices that have been tested, and where there is evidence that the methodology has been successful. Access to information, the ability to sort data, the need to make relevant decisions, and the skills to communicate changes in knowledge, attitudes and behaviors are critical for all students.

Through the Leadership Development Course, it was possible to propose a study-tour to investigate some **'best practices'** in the areas of resource-based learning and school library and information services in Canada. The intention was to see what is currently happening in a school system where RBL and school libraries are well established, and where the program of services emphasizes 'child-centred' learning. The participants are thoroughly familiar with education in Sweden, and are in positions to make comparisons between the two systems of education. The City Librarian has had experience working in Umea school libraries, and is in a position to evaluate another system. The role of urban public and regional public libraries as they relate to school services were also open for investigation in this project.

The Swedish curriculum emphasizes that students develop the ability to utilize available sources of information and the resultant knowledge. The student should

- learn to examine facts and relationships in a critical way and
- understand the consequences of different actions and decisions.

The local curriculum for Umea emphasizes to use and understanding of the Swedish Language, literary appreciation and communication skills.

A Canadian Consultant was contacted to recommend locations and scope for a tour that would address many of these issues, and would identify "best practices" that could be observed. Based on his background and experience, he offered Saskatoon as an appropriate site to meet the criteria established for the project. He proceeded to organize the tour in collaboration with the Co-ordinator of

Learning Resources in Saskatoon, several school library personnel, and other administrators. The tour took seven full days. The agenda for the tour appears in the Appendix 8.3.

School sites were chosen to show specific 'best practices' involving teachers, students and teacher-librarians in regular activities. The participants were expected to work along with the students and teachers in each project and activity. Through this interaction, the skill development process was observed. A variety of methodologies were examined.

A series of related agencies (Section 5.2)were also visited to show the kinds of support services that are helpful in fulfilling the educational mandates.

Daily opportunities for discussion and de-briefing were available. The synthesis of the information from the observations, discussions and documentation are reported in section 6.

We must be prepared to help students become knowledge navigators in a sea of information.

Freeston, 1995

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2. Purpose of the Study Tour

2.1 **Purpose of the study trip is:**

1. To develop an awareness of the scope of modern school library programming

2. To discuss with principals and teachers, the impact of an integrated approach to school library services and the steps to implementing such a program

3. To focus especially on the integration of independent learning skills and information literacy approaches into the regular teaching program

4. To investigate the aspects of implementation of a modern school library program including staffing, facilities, educational programming, resources, staff training and development, advocacy, policy and procedures

2.2 Rationale for Choosing Saskatoon as a Location

Saskatoon has a fine **reputation** for school librarianship, and for the integration of independent learning skills into a resource-based learning approach to teaching.

Carol Thiessen, one of the persons to be visited, has just been awarded The Association for Teacher Librarianship in Canada's **ANGELA THACKER MEMORIAL AWARD**

"to honour a teacher-librarian who has made significant contributions to the profession through publications, or professional development activities that deal with topics relevant to teacher-librarianship and / or information literacy."

Saskatoon is a **sister city** to Umea (since 1981)

University of Saskatchewan (located in Saskatoon) has a strong innovative program in Bio-technology.

Saskatchewan School Library Association was awarded the **IASL Commendation Award** for

"Outstanding and innovative projects, plans, publications or programs which could serve as models for replication by individuals and associations." The plaque that was presented to SSLA for

its **Resource-Based Learning Training Program** in 1990 in Umea, Sweden is now housed in the Saskatchewan Teachers' Federation Library in Saskatoon.

Pat Taylor, the Co-ordinator of Learning Resources for school library services in Saskatoon, is the past chair person of the Association for Teacher librarianship in Canada. She is held in very high regard as **a leader** in the field.

3. Federal, Provincial & Local Shared Responsibilities for Education

In Canada there is **NO FEDERAL Ministry of Education.** Each of the ten (10) provinces and three territories have full responsibility for all aspects of education within their jurisdictions. There may be several national advisory bodies related to special education, vocational education, and grant structures. None of these bodies have authority over the decisions made at the Provincial level

In the areas of curriculum design and assessment, there are collaborative bodies that work together among the provinces to design regional tools, e.g. Western Canadian Curriculum Consortia. However, after the work is done by the Consortia, it still must be ratified by each PROVINCIAL Ministry of Education.

The **Provincial Ministry**, referred to in this sample study as **SASKATCHEWAN EDUCATION,** [Sask Ed] has a full range of services and leadership staff for the provision of education in its geographic area. Both **public and private schools** operate under these same provisions, and must follow the same curriculum.

In order to graduate from a senior high school, students will meet the standards established by that school. This may include a variety of tests, examinations, observations and assignments which are assessed by the teacher. Content may be assessed by local examinations; however, skills related to process analysis and problem solving are also included in all curriculum evaluations. From time to time province-wide assessment tests are conducted to sample the level of achievement by the students, and to assist in determining where curriculum revision may be necessary, or where additional teacher assistance should be provided.

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Each **Provincial Ministry** provides a leadership and administrative team to help the District Offices to fulfill the obligations of the **Education Act** for the Province. Curriculum guides are written and designed by practicing classroom teachers working in committee, and on special contract. These documents are field-tested before distribution. Each document will outline

- required curriculum content topics for the subject area,
- independent learning skills related to each topic,
- methodological approaches appropriate to the content, grade & age
- resources that should be acquired to implement the new programme, including
  - . alternative texts to to fit the local need,
  - . support materials to implement the units of study
  - . multi-media and technology resources for the unit.

Each Province is further divided into **DISTRICT**s / Divisions according to population and geographic factors. In this case, the tour group visited the Saskatoon Public School District No. 13

Citizens in each District elects a **BOARD OF TRUSTEES** according to regulations established by Sask Edn. This body manages the education of the District. They have authority to collect taxes from the city or municipal government within their jurisdiction, to receive grants from the Provincial Government, to ensure that the curriculum obligations is implemented, and to see that the necessary staff, resources and facilities are provided to reach the goals determined by that Board within the Provincial guidelines and requirements.

Each District will hire a **CHIEF EDUCATION OFFICER**, variously titled Director of Education or Superintendent of Education. This officer advises the Board on policy and practice, and carries out the leadership functions in the District. This officer is responsible for all staffing matters in the District. In Canada at this time, a great deal of discretionary power is devolved to these authorities, with the Ministry providing funding grants and operational guidelines. The Board of Trustees is

ultimately responsible for seeing that its Officer and staff fulfill the requirements of the Education Act.

CITIZEN'S ADVISORY COUNCILS play a strong role in monitoring the educational needs of their community. These Councils provide the Public Board of Education with corporate views and/or a sampling of public opinion on educational issues which it may study at the request of the Board or on its own initiative. The individuals on these councils are volunteers, and are nominated by their peers at a meeting in their own school. There are guidelines provided by the Ministry for the activities that Parent Councils are encouraged to undertake. More specifically, the Citizens' Advisory Councils:

- Provide a forum broader than that offered by the membership of the Board itself for the discussion of educational matters
- Studies matters referred to it by the Board on which the Board wishes to have broader public reaction before making major decisions or establishing policy.
- Provides the public with an additional channel of communications to the board by discussing matters referred to it by the public, and, after studying the matter, it reports the discussion to the Board of Trustees.

Each school will have a **PRINCIPAL.** This individual is an employee of the Board of Trustees. She/He works under the direction of the Chief Education Officer, and is charged with responsibilities for program implementation, and for assisting students to meet the minimum requirements as specified by Saskatchewan Education for the grade under consideration, and all other matters related to the school operation as determined by both the District and the Provincial education statutes. The Principal is considered to be both the education leader in the school, and the administrative manager.

The **Teacher** pupil ratio is determined by the Provincial regulations, by the Board of Trustees, and through Union contract negotiations. All teachers are required to have a Teacher's Certificate, and are expected to have at least an undergraduate degree in a major teaching subject, or in a specialist areas. All teacher-librarians are expected to be qualified and experienced

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teachers with additional training in school librarianship courses.

Schools are encouraged to take **initiatives** to adapt the program to meet local needs within the curriculum framework. Some locally determined options may be introduced to meet local needs. e.g. At the elementary and middle school levels, the school may reduce time spent in the required areas of study (up to a maximum of 20 %) in any single area to gain time for locally determined options. This would include subjects like French, home economics, industrial arts, and computer literacy.

For schools with special projects, and for individual students with special needs additional staff may be provided in the school. These individuals are referred to as **Educational / Instructional Assistants**. [Some districts use the designation: Teacher Aides.] They work directly under the direction of the classroom teacher, who plans activities for them to undertaken with individuals or small groups of students.

Many school districts provide a number of **central support staff** and **services** to assist the Principals and Teachers. These may be variously identified as lead teachers, helping teachers, master teachers, instruction consultants, educational consultants, resource-based learning specialists, learning resources consultants, technologists, technicians, and clerks. The schools have the option to call for these staff members to assist in planning programs, training personnel, assisting with various kinds of projects, and monitoring progress. In additional these personnel may be assigned by the Director to various types of initiatives that are seen to be advantageous to the larger community of education in the district.

In most schools, there is at least one **clerical/ receptionist** to welcome the public, perform secretarial and accounting functions, and other tasks to support both the Principal and the teachers. This staff member is usually located at the entrance to the building, and monitors all visitors, as well as deliveries to the school.

Parent volunteers are often available to help in a variety of activities in the school.

All schools have **caretaker** or custodial staff to do the maintenance functions in the school, and assist as needed.

The following chart shows some of the support services that may be involved in a school district such as Saskatoon Public School District.

It Takes a Whole Community to Educate a Child

STUDENTS AS LEARNERS

Principal & Administrative Council V. Principals Head Teachers	Classroom Teachers & Educational Assistants	Teacher-Librarian / School Technology Co-ordinators with Support Staff of Clerks & Technicians	School Support team incl. Learning Assistance Centre Staff Psychologists Speech & Hearing Social Workers School Community Workers
Helping Teachers	Pedagogical Associates	Technology Support Team	Content Area Consultants
Teacher Centres	Central Purchasing Services	Centralized Cataloguing & Processing Unit	District Learning Resource Centre	Information Technology Training Centre	Professional Development Centres
Superintendent, Human Resources	Superintendent, Instruction	Superintendent, Curriculum Implementation	Superintendent, Business Management
Director of Education			
Board of Trustees			
Ministry of Education Officers			MOE Library

This chart summarizes the various sites that were visited in order to get a clearer picture of the total field of school librarianship. It reflects the philosophy enunciated by many educators regarding the child-centred approach to learning, and how each of the various agencies must recognize that whatever it does must be with the welfare and learning opportunity as the motivation.

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4. Provincial "Directions" in Education

4.1 Saskatchewan Education Core Curriculum

The Provincial Government mandates the following aspects of the curriculum for all schools in the province.

4.1.1 Curriculum

Core Curriculum is intended to provide Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. It will both reinforce the teaching of basic skills and introduce an expended range of new skills to the curriculum. Core Curriculum builds on the skills and information learned from Kindergarten through Grade 12.

The two major components of the Core Curriculum are the **required areas of study** and the **common essential learnings.**

To meet community and student needs at the local level, provision is made for locally determined options

For children with special needs, the instruction is adapted to each student.

4.1.2 Required Areas of Study

The seven required areas of study within the Core Curriculum are:

Language Arts	Health Education
Mathematics	Arts Education
Science	Physical Education
Social Studies	

Each area has unique learnings that are essential for all students in the Elementary, Middle Years, and Secondary levels. All provincial curricula are available for viewing at http://www.sasked.gov.sk.ca

4.1.3 Common Essential Learnings

The Common Essential Learnings (C.E.L.s) are a set of six structured interrelated areas which are considered important as a base for learning in all school subjects. The CEL's are incorporated into the required areas and they include the following:

1. **Communication** - focuses upon the special language of each of the required areas of study

2. **Numeracy** - is concerned with the knowledge required to cope with everyday situations that use mathematical ideas. Knowing how and when to apply the skill is central.

3. **Critical and Creative Thinking** - is intended to develop abilities to create and evaluate ideas, processes and experiences

4. **Technological Literacy** - is intended to create citizens informed of technological influences in their lives and able to work successfully with these.

5. **Independent Learning** - focuses on providing opportunities and experiences necessary for students to become capable, self-reliant, self-motivated and life-long learners. It requires instructional methods, which incorporate resource-based learning and independent research.

6. **Personal and Social Values and Skills** - looks at the personal, social and cultural aspects of each school subject and the total school environment.

If we do not teach children how to handle information they will literally be 'drowning in information but be stared for knowledge'.

Naisbitt, 1985

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4.2 Saskatoon Public School District No. 13

4.2.1 Goals and Values of SPSD No. 13

The Saskatoon Public School System's vision and goals for the education of our children are clear and based on a philosophical framework.

- We acknowledge the spiritual nature of all people and recognize the supremacy of a Spiritual Being.
- We respect the dignity and infinite worth of each student.
- We recognize that education is a responsibility shared by the school, home, church, community, and the individual.
- We believe the future of society will be determined by the values people hold, the relationships they build, and the environment they create.

Whether by informal means or by design, values are taught in the classroom. By spending some time developing a tangible framework, we can all focus on values in a consistent and deliberate manner.

Our schools have charted four groups of values based on how they influence our social and personal behavior and our relationship to the world around us. These serve as guidelines for all to learn and live by.

4.2.2 Fundamental Goals of Education in SPSD No. 13

Academic Development Goals

1. Communication and computation
2. Critical and creative thinking
3. Lifelong learning

Personal Development Goals

4. Healthy lifestyles
5. A sense of personal worth and dignity
6. Moral, ethical and spiritual values

Social and Cultural Goals

7. Growing with change
8. Democratic and responsible decision-making
9. Respect for others
10. World citizenship

4.2.3 Values to Meet Our [SPSD] Goals

Respect / Respect for Self
- Honesty - Self-control

Respect for Others
- Compassion -Cooperation - Tolerance

Responsibility
- Service - Freedom - Justice
- Responsibility - Respect for Environment

Excellence
- Pursuit of Truth - Excellence

Joy
- Self-Fulfillment - Personal Joy

4.2.4 Saskatoon [SPSD No. 13] Demographics (2001)

	Elementary	Secondary
School enrollment	14,000	8,000
Professional staff	766	430
Para Professional Staff	300	100
No. of schools	41	8
Associate Schools	2	-
Alternative Programs	-	5
Teacher-Librarian / school	.5	1
Library Technicians from .2 -.5		1

Saskatoon Public School Division

Caring to Learn - Learning to Care

4.3 Resource-Based Learning

Putting all the pieces together to meet this vision of an educational programme demands many skills on the part of the teacher, the teacher-librarian and the administrator.

In Saskatchewan the type of teaching used is referred to as "resource-based learning". It introduces a new dimension in school librarianship. It removes pressure from teachers who may think that the teacher-librarian is being critical of their pedagogical approach. The RBL approach changes the focus of the teaching and learning process from the teacher-centred approach to the child-centred approach.

"Resource-based learning" [RBL] is a philosophy of education and a methodology for teaching and learning. It involves the achievement of both subject and information literacy objectives through exposure to and practise with diverse resources. Students become active learners as they use a wide range of materials to investigate subject material prescribed within their classroom curriculum. Teachers and librarians become prime motivators and facilitators in the learning process and provide the initial subject impetus, which drives students to seek information and become creative problem-solvers. The end result is that a "learning culture" is fostered as a climate of active and productive learning is encouraged within the school.

Two essential features of resource-based learning are :

(1) its flexibility in terms of adaptability to different learning styles and subject areas, and
(2) its promotion of student autonomy.

Students learn to develop information literacy skills through formal and informal practise with tasks requiring information from an array of resources. Use of multi-media teaching aids by the teacher does not qualify as resource-based learning. It is students who must work with resources to learn about topics through their experiences of **problem-solving** as they piece together information strands to formulate meaningful knowledge about a subject. Increased **autonomy** results when students have opportunities to:

[***Comparisons*** with ***Seven Steps to Knowledge*** are show in parenthesis]

- identify what they know about a topic;
  [1 What do I want to Know ?]

- clarify what they need to find out and learn;
  [3 Now I know more.
  Why is it like this ?]

- learn where to look for information;
  [2 & 4 Where can I find the
  information I need ?]

- understand how to record information in note or equivalent forms;
- evaluate the information they have found for accuracy and relevance;
  [5 Is it true ? Is it important ?
  Is it relevant ?]

- determine how they will present their findings to demonstrate change in knowledge, attitude(s)or behaviour(s)
  [7 This is it ?]

- assess their level of success with information -seeking strategies and processes
  [6 What is my opinion ?]

Resource-based learning involves **active participation** with multiple resources (books, journals, newspapers, multi-media, websites, community, people) where students are motivated to learn about a topic by trying to find information in as many ways and places as possible. Encouraging students to discover a variety of information-gathering patterns to achieve an information goal is valuable.

Resource-based learning is student-centred and operates on the premise that students learn by doing and 'making meaning' as individuals. This learning experience mimics real life by targeting the learner as the routine information hunter and as an interpreter who constructs knowledge by **problem-solving** with information tools.

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For additional material on this topic, participants were referred to the website of the Canada. Saskatchewan. Ministry of Education and the Saskatchewan School Library Association at:

http://www.stf.sk.ca/ps/ssc/ssla/4thr.htm/

In summary, the Saskatchewan Education (1987) document defines Resource-Based Learning as:

> **Learning / teaching in which students develop knowledge, skills and understandings by using a wide variety of print, non-print, electronic and human resources.**

T.E.A.M. = Together each achieves more.

5. Site Visits and Observations

The following section will report on observations and discussions held in the various schools and related sites. This section will be organized according to the school sites visited in 5.1, and the related agency sites in 5.2. A synthesis of this material will follow by topics.

5.1 SCHOOL SITES

1. Dr. John G. Egnatoff Elementary School
225 Kenderdine Road S7N 3V2
Phone: 306-683-7190
Principal: Donna Douglas-Elliott
Teacher-Librarian: Carol Thiessen

This K-8 school accommodates 620 students, with 29.3 full time equivalent teachers. The teacher-librarian is .5 time (as is the policy for all elementary schools in SPSD), and she is assisted by a Library Technician .5 time also.

Mrs. Thiessen has a total of 20 years as a classroom teacher and teacher-librarian. She has completed five courses in school librarianship to qualify her for this position.

The school is attractive and welcoming, as is the library which will seat about 75 students. There are additional instructional areas in the library, three small group work areas, a text book storage area, and a separate workroom area. The library has a bank of five computers, with Internet connections.

Mrs. Thiessen is an extremely well organized teacher-librarian. She maintains close contact with the teachers and the administration, and is very active in planning many of the events in the school.

To assist her in the library she has worked out an arrangement with teachers to provide up to 50 student assistant volunteers. These students come to the library for approximately two consecutive class periods on a rotational basis. They have received training from Mrs. Thiessen or the library technician in such tasks as circulation using the automated system, shelving books, identifying books for mending and repairs, marking

magazines, etc. Their assistance is invaluable. They benefit from seeing the new books on a regular basis, and several indicated that they have come to enjoy reading even more since they have this opportunity to work in the library.

In addition there are five (5) parent volunteers who have also received training in library procedures.

Mrs. Thiessen spends much of her time working directly with the teachers and students. The activities are planned, and the teaching is shared in both large and small group activities.

During this study tour visit, work was undertaken with Mr. Fruson's Grade 8 Social Studies class related to the study of cultures around the world. A **research grid** had been designed to guide the students in clarifying the questions and systematically recording their bibliographic data. Students were given a clear description of the scoring process on a printed sheet entitled **"Research Writing Evaluation"**. This form clearly differentiated between the content evaluation and the process evaluation methods to be used.

The second class observed was in a Grade 1 classroom. Here Mrs. Thiessen and Mrs. Clark used The **KWL** format for helping students organize their information. These letters stand for

Research Strategy: K W L

What do we **KNOW** ?
What do we **WANT** to learn ?
What have we **LEARNED** ?

This strategy was used with all classes in the school. Mrs. Thiessen indicated that it helped students remember a process, and that they now used it independently.

The lesson proceeded with a **storytime** including actions, followed by an activity to differentiate Fiction and Non-Fiction type of materials. The students helped create the definitions, and participated in the sorting of the large pile of books on the topic. The books remained

in the classroom for integration with other activities and subjects during the day. It was a pleasure to watch the way these two teachers 'teamed' so well.

Mrs. Josephson's Kindergarten class participated in a **Literary and Cultural Appreciation** lesson using the **cumulative story.** The curriculum used here follows the model advocated by Dr. Jon Stott from University of Alberta, in which children are exposed to a variety of literary patterns and forms systematically across the grades and in correlation with the language arts curriculum.

Ms. La Brash's Grade 4 class demonstrated several aspects of **Literature Circles.** Different groups of students were involved at various stages: reading, vocabulary development, illustration, writing, summarizing, and participating in group discussions. The students were developing **group work skills** appropriate to their level.

Mrs. Thiessen and the teachers in this school have developed a very helpful **"Personal Research Kit". [PRK]** It functions as a folder, with each section providing reminder guide questions the student will need to ask when doing personal research. It helps students follow the five steps of their **research plan**

FIVE STEP RESEARCH PLAN

1. **Getting Started**
2. **Gathering Information**
3. **Processing Information**
4. **Evaluating Information**
5. **Communicating Information**

In addition the school staff has collaborated on a **'Research Skills Continuum, K - 8'** which is used in the classrooms and in the **Cooperative Planning and Teaching (CPT) process** for activities in the school library.

The support and encouragement of the **Principal** in this school was clearly evident. She was aware of the role of the teacher-librarian, and very supportive of the activities Mrs. Thiessen undertook in the school. A special staff luncheon provided additional opportunities to

meet with other teachers and discuss their perceptions of the role of the teacher-librarian in a resource-based learning program.

2. Wildwood Elementary School
203 Rosedale Road S7H 5H1
Phone: 306-683-7500
Principal: Mr. John Broughton
Teacher-Librarian: Carol Thiessen

With an enrolment of 250 students in Grades K - 8, Mrs. Thiessen is able to work more closely with all teachers and students in her half time assignment here. She is assisted by an half-time technician, ten (10) student assistants, and three (3) parent volunteers. These assistants are trained to work under the supervision of the librarian technician, esp. when Mrs. Thiessen is not working in this school. The library is well equipped with about 10,000 titles housed in a room which would seat 60 students, provides four small group work areas, and has separate workroom and storage room spaces. There are seven (7) computers in the library.

Ms. C. Dickie's Grade 8 class was also working on the cultures theme. They prepared presentations for a "Uniting the Nations Conference: You are a Delegate" Forum. Students were being guided to use their **PRK** to **compile information** on the country they had selected to represent. The lesson dealt with **'building a reference list'** and learning proper citation format. Discussion with the students indicated that they were excited about completing their projects in anticipation of a joint session with the nearby private school which was working on the same topic. The "Conference" would be held at Wildwood the following week which had been designated **"Education Week"** across the province.

Mrs. Duggleby's Grade 2 (ages 7-8) were using their **research grid** to help study the honeybee. They had already done **KWL** on large note paper on the wall. Today they were to interpret their **jot notes**, and learn to **properly label a diagram** on their research grid. The two teachers worked closely together, and were able to check that each student understood the process and completed the assignment correctly. Mrs. Duggleby also shared her 'Personal Assessment Binder" that she had developed from her teacher

for the last term. It had many samples of the collaborative work she had done with the teacher-librarian.

In Grade 4, Mrs. Gabert's class was working on a research project related to an Owl theme. Together with Mrs. Thiessen, the students **brainstormed** a **research grid** that contained the following topics: Characteristics, Habitat, Family & Young, Food, Natural Enemies & Self Protection, and Interesting Facts. Today the students were working on **citation format**, and **organizing their reference list**.

A Grade 7 class came to the library to work on timelines related to the Underground Railway (Slavery issues) in Social Studies. The focus in the lesson was on how to **interpret a given time line**, and how to **make a timeline from supplied information**. Skill in **note-taking** and **identifying the main idea** were emphasized. Whether the **information was relevant or irrelevant** were critical factors.

It was useful to meet with this staff also over lunch to learn more about the ways they used the library for literature circles, motivating student reading, and other kinds of research. The need to find **planning time** during the school day was a prominent theme.

3. Nutana Collegiate Institute
411- 11 th Street S7N 0E9
Principal: Bruce Bradshaw
Teacher-Librarian: Ron Berntson
http://schools.sbe.saskatoon.sk.ca/Nutan/

Nutana was built in 1909 as the second high school in the province of Saskatchewan. It was called Saskatoon Collegiate Institute, and has many noteworthy leaders in its alumni.

Ron Berntson gave a delightful history of Saskatoon, a view of the magnificent **art gallery collection** in the halls and library, and an introduction to the **Memorial Library**. He is very passionate about the role of the school, **information services**, and the programs that have been designed to meet the needs of the changing population in the area.

The **enrolment** is about 700 at the present time, but before school ends in June, more than 1700 students will have spent some time in Nutana. There is a very high mobility rate. At least 90 % of the student body will have attended 1.8 high schools this year. 60 % have some connection to social welfare; 30 % don't live 'at home'. 50 % of the males have been involved with the criminal justice system. 30 - 40 % have some aboriginal background. 30 % are not with their biological families. In the light of these figures, an 80 % attendance rate attests to the important role of teachers and many other workers in the school community.

Some of the **agencies / specialists** working in this school include: Student's Commission Office, Youth Health & Sexuality, Community Development Workers, Stay-In-School Officer, Aboriginal Student Worker, Social Workers, Youth Re-entry Program, Addiction Services, John Howard Society Worker, and **Millie's Corner** … a child care centre for young mothers. All of these services are designed to help students overcome the blocks that are keeping them from getting an education … whether then be personal blocks or system blocks.

The student projects that were demonstrated in the library showed a fine **integration** of print and audio visual resources. One student demonstrated the use of **new media to show design, space and movement**. Another pair showed their **Documentary on the Life of a Radio Announcer**. A wide range of skills were needed to put these programs together.

Mr. Berntson is also the **technology co-ordinator** for the school. He works directly with the students on a one-to-one basis as the needs arise. He finds this to be more realistic and practical for these students. He emphasized the need for a **print collection** to help these students transfer from the particular to the abstract in structured approaches. Most students in the school have received instruction on Internet searching strategies.

In **summary**, the holistic approach to education in Nutana is premised on "build a relationship with each kid" by providing the support services which address the issues why they cannot attend or focus, and then 'engage them in learning how to learn.' What a wonderful **advocacy** role for a teacher-librarian !

4. Marion M. Graham Collegiate Institute
602 Lenore Drive, Saskatoon S7K 6A6
Phone: 306-683-7751
Principal: Dr. Karen Dellow
Teacher-Librarian: Ms. Audrey Gray

Named in honour of a leading citizen and school board trustee from 1967-1982, this grades 9 - 12 school of 1000 students caters to a wide range of student abilities. The staff is 55 full time equivalent teachers, including a full -time teacher-librarian, a full-time library technician, and a full-time computer network manager.

The library is 5000 sq. metres, and houses approx. 20,000 titles. There is seating for 150 students, of which 40 are in individual carrels. Seminar and conferencing rooms are also available. A separate workroom and storage area provides easy vision supervision of the circulation area, and some of the reading space. There are 15 computers in the library, which are also networked with the computer laboratories in the school. There is an automated on-line catalogue and circulation system. Internet connections are also available on some computers.

The main features observed in the **library program** in this school included:

1. Two teachers - Mark Wilderman and Al Luciuk are sessional lecturers at the University of Saskatchewan College of Education. They teach a course called **Language and Literacy**, which is a required course for all teacher trainees. There are about 30 students in their course.
In addition these chaps also **team teach** at Grade XII Canadian History and Canadian Literature course at MM Graham.

To make their College of Edn course more relevant, and to encourage their Grade XII students to become familiar with the U of S campus, the teachers decided to do a **joint literacy project.** The grade 12 students were asked to select an "I Search" topic of particular interest to them. [An "I" or **itch** … something the student was really personally interested in investigating]. Some of the topics including: Should I buy a Car ? Should I go to Australia to study for a year ? Should I get a tattoo ?

These Grade 12 students were then teamed in pairs with one College of Edn student-teacher, who is assigned to lead the students through a **research and personal search program**. This includes (1)**"itch" clarification** questions, (2)in-school **research in print and electronic media**, (3)tour and searching at the **University Library**, (4)project **mentoring**, (5)teaching of **interviewing skills**, (6)**listening skills**, (7)**filtering skills**, (8)**truth vs fallacy factors**, and (9)**timeline monitoring**. Each student was assigned to keep a (10)**process journal** which described each step of the project, and which would be available for discussion with the instructor as an evaluation tool.

One Objective of this project is to help the College of Edn students interact in a practical way with individual students, and to practise their teaching and mentoring skills.

The high school students exhibited a high degree of involvement in the process. They were enthusiastic about working with the teachers and the teacher-librarian to resolve their 'itch'. Many of the students did **personal interviews** with professionals and specialists outside the regular school time.

The College of Edn students expressed appreciation for this opportunity to interact with secondary school students and to practice their 'literacy' teaching skills in a very practical way.

2. These same two teachers shared the planning process that had lead them to teach: Canadian History and the Voices of Canadians: An **Integrated Approach** to ELA and History 30 and library skill development.

They demonstrated a fine **collegial approach**, a sincere caring for their students, and a deep commitment to education. They see the library as having an essential part in their planning and instruction. It has a wealth of resources, a cooperating teaching colleague, and space to work in a variety of teaching situations. The focus in the instruction is clearly on **'kids and skills'**, using the content as the vehicle.

It was possible to observe a situation where the two teachers and the teacher-librarian divided the class of 70 students and did three separate groups related to **bias in print, non-print and electronic media**. One teacher used photographs to illustrate that the 'medium can influence

the message', while another did a search for bias in poetry and social studies written text, and the third writing group produced stories that were either 'truth or fallacy'. The interaction of the students with their task was very impressive in each case.

3. The teacher-librarian is also involved in the regular and traditional **orientation** of grade 9 students through English Language Arts and History classes. A stations approach was used in collaboration with the teachers, who marked the resulting products.

An extended discussion with the **Principal** was informative in understanding her proactive role in encouraging teachers to work together cooperatively in the school. The various issues of change strategy were considered. The **criteria in selecting a quality teacher-librarian**, outlined later in this paper, were discussed at length.

5. Mayfair Community School
520 - 34 th Street West, Saskatoon S7L 0Y2
Phone: 306-683-7360
http://www/schools.sbe.saskatoon.sk.ca/Mayfa/
Principal: Mrs. Jean Berndt
Vice Principal: Mrs Charlene Scrimshaw
Teacher-Librarian: Mrs. Lynn Gilbert (.5)

Mayfair is an **inner-city school** of 200 students in grades K - 8. The teacher-librarian receives **library technician assistance** for seven (7) hours per week. She also has 3 regular adult volunteers, and 8 student assistants. Mrs. Gilbert also works half-time as at the District as Assistant Coordinator for Learning Resources.

The floor space is 164 sq. metres, and there are about 7,800 titles in the collection. There are six (6) computers in the library. The library catalog and circulation is **automated.**

Mrs. Gilbert and the students prepared a handbook for the guests about the school. It included some of their art work, and samples of **cooperatively planned units** and activities. A lesson involving a grade 7 & 8 class doing research on Prime Ministers demonstrated close cooperation with the teacher. A time line for the planning was shared

with the guests. A clear statement of the project was printed out for each student, including **the evaluation criteria**. At this particular lesson, the teacher-librarian and the teacher worked on **writing a rough draft from jot notes**. The students were very responsive.

Other **sample units** included, Grade II developing the concept of beginning, middle and end of a story using **Process Diagrams**; Kindergarten use of **KWL** in nursery rhymes; **Reading belts (e.g Parts of Speech Belts, Phonics Belts, Story Sequence Belts, Theme Belts)** to show parts of a story; and **Book-a-Day activities** to promote Early Years awareness of books. The encouragement of reading for pleasure is promoted in this school by all adults.

There are a number of support staff in the school including a **Community School Liaison Work** (Sharon Cousins) who does home visits, monitors attendance, and conducts **sharing circles** with the aboriginal students. Migrancy is a major issue in the community. These workers have had remarkable success at maintaining a high classroom attendance rate. **A Community Co-ordinator** (Ross Tait) is active in developing the non-academic component of the school program. He arranges for Adult Education programs in the school, organizes extra-curriculum events including cooking, crafts, sports and other youth programs. He works closely with Mrs. Gilbert to build **bridges** to the public library (which is a safe place for the kids to go after school closes). A program to develop stronger links with the nearby secondary school is evolving.

The school also offers a **before-school and noon lunch program** for children 'in need'. The tour group participated with a group of 35 students at noon. They were warm and friendly to their guests. One student said: "I like coming to school, it is the nicest home I have."

The Vice Principal spoke caringly about these students. She appreciated the role of resource-based learning as a practical approach for these students. She appreciated the **quality leadership** that the teacher-librarian provides to the staff. There is a strong priority for kids in this school.

A **school staff meeting** was held on the afternoon of the tour. The teacher-librarian and the Principal had collaborated in preparing materials for presentation to the

teachers at this meeting. It was a resource-based learning approach to a "Western Days" theme in the school for Education Week (22-26 October). The Principal did an outstanding job of **sharing** the many ideas that could be used. The sharing included prepared activities, websites that had been checked, and books from the collection that would be valuable to integrate the theme with their regular curriculum. This was **outstanding leadership** and **modeling** by the administrator. The theme on the school newsletter is: "We cherish children here!" There were strong similarities between the attitudes in this school and in Nutana Collegiate.

"There are but two lasting bequests that we can give our children.

The first is roots -
The last, wings."

Anonymous

6. Saskatoon West School District No. 42
1359 Fletcher Road S7M 5H5
Phone: 306-664-0010
Website: http://www.swsd42.sk.ca
Director of Education: Bill Macfarlane
Assistant Director, Instructional Services
Mrs. Jane Isinger

"Children First"

This is a **rural school division** extended westward from Saskatoon, but with its central office services located in the western industrial park area. There are 15 schools serving 2600 students, employing 154 full time equivalent teachers, and operating on an annual budget of 16.0 million dollars. In many ways this district is considered to be a bedroom-community for Saskatoon, where usually one family member works in the city. Many people prefer to have their children attend rural-type schools with smaller classes, and occasionally multi-graded classrooms.

This district was chose for a tour because it has had a strong commitment to resource-based learning and school librarianship for many years. The Director drove the visitors about 35 km out of the city to visit two schools. He was a very personable leader, who greeted all the staff and many students by name. The greeting and welcoming by the **school secretary/receptionist** was always warm and friendly at the school office which was located near the official entrance to the building.

Sask West endeavors to place a teacher-librarian part-time in every school. There is also a **Division Library Technician** who does centralized acquisition and cataloguing, and who also travels to each school to assist with local items related to the computerized catalog and circulation system.

7. Walter W. Brown Secondary School
Langham, Sk
Principal: Mike Neufeld
Teacher-Librarian (.5) Jolyn Anderson

Providing service to 225 students on a half time basis, this teacher-librarian is also employed in the school for the other part-time as a Grade 5-6 Social Studies teacher. She finds this arrangement helps in that

she can ensure that these students are introduced to the **research process** in a consistent manner. She spends considerable time working with other teachers to help them learn how to use the library in her absence. Being in the school on a full-time basis, she is also available to plan with the teachers before, during and after regular classes.

The Principal had high praise the teacher-librarian who was able to work closely (like a **lead teacher**) with the other teachers for professional development. She also collaborates with the technology teacher, in maintaining the **network** connecting the computers in the library to the ones in the lab. Ms Anderson noted that once the networking was established and the **automated catalog** mounted on the system, many more students have come to use the print resources in the library for their projects.

Ms. Anderson is also a member of a **Regional Technology Committee** (chaired by Janet Merkowsky) that is responsible for developing Grades 6-9 curriculum-related materials for the provincial network. In this regard she shared the **Information Literacy Research Strategies Continuum (K-12)** that has recently been endorsed in the District.

The assistance of the **Divisional Technician** was applauded by the teacher-librarian for such activities as **on-line cataloging** and network assistance. It would be extremely difficult to function as a teacher-librarian if part-time staff members were also expected to do this aspect of the technical services.

A strong **library club (student assistants)**, trained and supervised by the teacher-librarian helps keep the library organized, and assists in managing the circulation and shelving routines.

During the tour, one teacher brought his class to the library to use the resources. He had developed an activity package that required his students to find materials. Since this was a time when the teacher-librarian would normally have been with her students, the teacher was expected to **monitor the student's skill development** himself.

BEST COPY AVAILABLE

8. Prairie View Elementary School
Dalmeny, Sk. S0E 1E0
Phone: 306-254-2633
http://www.swsd42.sk.ca
Principal: Donna Rolston
Teacher-Librarian: Heather Dack

Prairie View is a K-6 school serving 308 students in an attractive (almost new - 1987) facility. The teacher-librarian is **70 %** time, with the other 30 % in Grade **3** Social Studies and Mathematics. She has some technical support.

There was a training program in progress for approximately 30 **parent volunteers** at the school. They work in the library, and in many classrooms or with individual students under at teacher's supervision. Their training program also included working with office equipment.

Discussion in this school centred on methods to evaluate the **effectiveness** of the school library program. The principal is a strong advocate for the library program, and immediately noted the number of **Cooperative Planned Units** that have been undertaken. These units are maintained on file, and can be used in succeeding years, or by other teachers according to the curriculum and their specific needs.

Other items mentioned included the **occupancy rate** in the library, the size of **circulation**, the **attitude** of the students and teachers to the resources, and the maintenance of **personal research folders** that would show the **skill development progress** a student has made during a particular year.

Individual and **personal reading** is very high priority in this school. The teacher-librarian showed the visitors a collection of book display stands that had recently been delivered for a forthcoming **book fair**. The supply of new materials was prepared by a commercial company. The sale was managed by the teacher-librarian. The school received a percentage from the sale that could be taken in books or in cash at the end of the event. She indicated that sales were always brisk during the 'parent interview period' which would be happening during Education Week.

9.Saskatoon Public School District No. 13
Central Library Resource Centre
Co-ordinator of Learning Resources: Pat Taylor (.5)
Assistant Co-ordinator: Mrs. Lynn Gilbert (.5)

Saskatoon has had a CLRC for many years. It is a well established system, and operates effectively.

Scope of Services

There is a wide **variety of services** including:

1. collection development and management,
2. providing information support for all teachers in methodological matters,
3. accessing both current and retrospective professional resource materials using print, magazine and electronic formats,
4. organizing professional development training sessions for the teacher-librarians in the district,
5. maintaining liaison with library operations in other districts, related agencies and with the professional association,
6. working with the Director and other consultative staff to establish and implement the priorities and goals for the year,
7. acquiring specialized resources which would be too expensive for individual schools to purchase, or which would only be used in some schools for short periods of time. These materials are purchased centrally on the advice of specialist consultants or departmental subject groups in the system. Samples of the kinds of materials included in this category would be video collections, models, kits, multiple copies of resource materials.
8. assisting in the editing, publishing and distribution of items of interest in
   - newsletters or bulletins;
   - reprint materials of particular interest to a group;
   - compiling and collating lesson activities or "idea books" shared by teachers in a common subject interest, grade or level
9. making available laws, regulations, policy documents from the Ministry, as well as Annual & Statistical Reports for the district for general public access
10. providing technology support services for the centre, Board Office, and to the schools.

11. producing resource materials appropriate to SPSD needs

12. providing training facilities, equipment and expertise for individuals to do their own materials production

Co-ordination

In the SPSD CLRC, the role of the Co-ordinator of Learning Resources was one of an advisory or consultative nature. While some co-ordination of school library programs was noted, this was mostly accomplished by way of 'influence' rather than by 'authority'. Leadership skills were being wisely exercised to involve the teachers, teacher-librarians, consultants and administration in determining what was needed, and deciding how it could be accomplished.

There were several clerical or technical support staff members stationed in the CLRC to undertake many of the above functions. Several of these staff members also had responsibilities to go to schools to work with individuals on site, or to train locally.

Many examples of school and District-produced material was noted.

Change Agent Role

The CLRC / DRC is ideally situated to influence change in education. With staff who are held in high regard by their peers, who provide quality professional support to the teachers, and who have access to the latest information and techniques, these leaders provide an in-estimable strength to the Director of Education.

These services are the 'glue' that help changes take hold, and help teachers adapt and adjust to new patterns and directions.

Unfortunately at the time of this tour, the CLRC was being re-located to a new Board Office building. It was difficult to fully grasp the scope of services under these conditions. However, it was obvious that there is a considerable expenditure of funds for resource-based

learning, and many support staff to help the school personnel.

Finance

The **budget** for the Central Resource Centre includes:
Print - $ 16,815
Video - $ 15,000
Video Licensing - $ 15,000
Professional Subscriptions - $ 6,500

The school purchasing budget is decentralized. Teacher -librarians are responsible for working closely with their school staffs to ensure that a quality collection is developed appropriate to a resource-based learning philosophy of curriculum implementation. For the school year 2001- 2002, the **average budgeted expenditure** figures per pupil are likely to be:

	Elementary	Secondary
print resources,	$ 6.79	$ 6.15
supplies,	$ .47	$ .61
Non-print items,	$ 2.40	$ .28
Subscriptions,	$ 1.10	$ 1.60

It would appear that these figures are a little lower this year, than in the previous fiscal year.

In discussion with school personnel, they indicated that they appreciated the **professional development opportunities** and the **professional leadership** from the Central office Learning Resource Centre staff most. The Principals commented that they felt comfortable calling CLRC staff for assistance and support at any time.

SPSD's CLRC offers many services similar to those of School Library Services in Umea.

5.2 Related Agency Site Visits

The following agencies were visited also. Tours were provided, and opportunity was taken to discuss the access to services by school personnel. Observations on these visits will be reported by site, and then synthesized collectively in the next section.

10. Saskatchewan Teachers' Federation
Stewart Resource Centre Library
2317 Arlington Avenue S7J 2H8
Phone: 306-3733-1660
http://www.stf.sk.ca
General Secretary: Derwyn Crozier-Smith
Teacher-Librarian: Joan Elliott

The STF serves 12,000 **teachers** across the province of Saskatchewan. The head office is located in Saskatoon, with a Regional Office in Regina. The Administrative Staff interact directly with the members, through the local associations, school staffs or individually on request. They usually work in teams to share expertise and workloads to ensure speedy service.

The STF has two (2) **branches**. One section manages collective bargaining and employee benefits / relations issues. The other section deals with professional development and communications. Each has a specific focus.

For this particular study tour, the focus was on the **Professional Development component**, and more specifically the Stewart Resource Library. Mrs. Joan Elliott gave an excellent tour of the library (including pointing out the IASL Commendation Award plaque that was given to SSLA in 1990 in Umea).

The **Reference Library** provides a full range of professional services, a strong collection on professional issues, and teacher support resources. Materials can be picked up in person, requested by phone for delivery by local district courier service, or mailed.

The STF operates many **Advisory Committees**. The librarian is active on many committees, and seeks assistance from the STF staff and the membership to build the collection and services wisely.

STF offers many **professional workshops.** Some topics which have been popular include: Aboriginal issues, resource-based learning applications, curriculum adaptations, multi-cultural forums, special education inclusion issues.

The STF also offers a series of **Writing Workshops,** which guide teachers in the publication processes for RBL units of study, which have been field-tested in their classrooms. Assistance to teachers is provided through mileage and subsistence allowances for their time at the workshop. Local boards are expected to cover the salary costs, and to provide the substitutes if necessary. Samples of some units, which resulted from the Writing Workshops included:

Conflict Resolution Grade 6 ELA / SS
Tunnels of Time: Novel Study Grade 6 ELA
Bridging Two Worlds: China - Canada, Grade 7 SS
SCOPE: A "Fresh Breath" Approach to Research

Many other units are available from the publication ***"Lesson and Unit Plans 2001"*** as well as on the **website,** from which they can be downloaded.

STF works with 35 **Special (Subject) Interest Groups** of teachers. Their publications are published in the print shops of the Saskatoon office, and are distributed to the SIG membership. For the area of Saskatchewan School Library Association, the publication is entitled ***THE MEDIUM.*** It is published quarterly. It contains professional articles, notices and reports. It also includes samples units that have been successful.

A similar publication is produced by the British Columbia Teacher-Librarian's Association's ***THE BOOKMARK*** through their federation too. Both publications are valuable aids for the classroom teacher and the teacher-librarian. They provide excellent examples of cooperative planning and teaching and the integration ofinformation literacy skills.

STF's Professional Development Unit (SPDU) and the Saskatchewan Development and Research Unit (SIRDU) from the University of Regina Faculty of Education, have produced an outstanding ***"Instructional Strategies Series".*** Samples in this series which are particularly important for the implementation of Resource-Based Teaching include:

Reflective Thinking
Resource-Based Learning "Where Did you Get that ?"
Questioning
Cooperative Learning
Individualizing
Creative Problem Solving
Centres, Packages and Contracts
Planning Together: Positive Classroom Environments
among other titles.

Attention is particularly drawn to the SSLA publication which is now available on the website, entitled

The Fourth R: Resource-Based Learning in the Curriculum. **Revised March 1998.**
http://www.stf.sk.ca/prof growth/SSC/SSLA/4thr.htm

The professional support available to teachers and teacher-librarians in the province is very impressive. The **network for sharing** is strong. The participation of many teachers sharing their successes builds great teamwork.

11.Saskatchewan Public Library
311-23 rd Street East S7K 0J6
Phone: 306-975-7575
http: www.publib.saskatoon.sk.ca
Director: Zenon Zuzak

SPL serves the urban area with a **population** of 212,000 people. Of this number, SPL claims that 56 % of Saskatoon residents are **registered borrowers** of the library. In addition, approximately 9,200 borrowers are registered from the surrounding area. The total circulation for 2000 exceeded 3,622,000. Besides the main library, The **Frances Morrison Memorial Library**, there are seven (7)branches and one (1)bookmobile.

In discussions with the Director, it was learned that there is a **Consortium** of many kinds of libraries in the city called the Saskatoon Council on Increased Library Cooperation,[SCLIC] which has developed a variety of partnerships, networks, and resource sharing plans. In the province there are ten (10)regional public library systems and the two main urban centres, Saskatoon and Regina. A wide variety of services are shared among the regions.

Of particular interest to the school projects is the **Consortium**, esp. in relation to projects dealing with library automation; resources for the disabled, and access to the Internet. Subscriptions to 19 **electronic commercial databases** have been acquired through these group processes also. Many of these databases can be accessed on the **website** by students and teachers from home using the pin number from their library card. These electronic products offer indexed access to more than 7,000 **magazines and newspapers**, of which more than 4,000 titles are in full text including pictures. Loans of materials for class projects are also undertaken from the library.

Citizens are invited to participate in **technology training programs** in the library. Twenty-two (2)PC's are shared amongst five branches, with a printer for each location. A training lab of computers is available at the Central Library, with staff expertise to present programs.

The **Children's Department** has a special room called **Pooh Corner.** It is very popular with children for story hour, presentations, author readings, and activities. The events planned for this centre are well publicized in the schools. It is estimated that more than 30,000 children use "Pooh Corner" during the year. The Centre has had considerable success with teenage mothers, by helping them with access cards and contacts with related agencies.

The SPL has given special attention to Aboriginal and Inner City issues. **Store front services** have been provided, some of which have grown into Branches. Leisure centres have been sites for three branches, one of which is the Rusty MacDonald Branch … located adjacent to **Umea Vast Park**.

SPL has an extensive **local history and archive centre**, which is used for family history research, and related reference materials. Librarians with special background in Saskatchewan history work here.

There is also an extensive collection of **Music CDs** and **Videos**, which are loaned to the public. A modest **Art Gallery** features local artists in a very attractive and comfortable setting.

There are many parallels in the kinds of service and the issues addressed between this library system and the

Umea operations, including the details of the Development Plan in the Appendix 8.5.

12. Wheatland Regional Library System
806 Duchess Street, S7K 0R3
Phone: 306-652-5077
http: www.wheatland.sk.ca
E mail: Owl@wheatland.sk.ca
Director: Bruce Cameron

WRL is **constituted** under the Libraries Act - Saskatchewan to provide a library service to the villages, towns and **rural** municipalities in the western central region of the Province. It serves a geographic area of about **50,000 sq. kilometres.** Library materials are managed from the Central Branch and through 45 Branch libraries for about **85,000 people** of all ages. All libraries have electronic access to the 400,000 catalogued books and almost 300,000 paperbacks. Books in languages other than English are also available. Large print books, videos and talking books in cassette format are also available.

Wheatland's **mascot** … the Owl .. profiles the benefits of libraries at various events in the region by participating in parades, craft sales, bazars, bingo events, bake sales, homecoming and school reunions, official openings and the **Summer Reading / Activity Program.** The Owl visited 17 communities last year. It makes quite a lasting impression on people.

WRL has been a leader in **public library automation** in Saskatchewan, having one of the first automated catalogs in the province. WRL works closely with the Consortium to provide a wide range of services to clients.

Mention was made of the activities of the **Saskatchewan Multi-Type Libraries Board**, and efforts to streamline and systematize common processes in the province. A move to one **common multi-type library card** was also discussed.

WRL has a reputation of providing 'untraditional' types of library service to the very small communities. **The Owl Roost** is such an example, where a library maybe maintained in a store front, a section of a municipal office, a recreation centre, or even a railway station (or whatever space the community can provide"). WRL provides

the materials, furniture and equipment appropriate to the level of service. In so doing, small communities can access the wide range of resources available through the system. The **customer is obviously the central focus** for all library service in this system. Wheatland is committed to the communities in rural Saskatchewan which seek to expand and stabilize services to their residents.

It was stimulating and invigorating to see and hear about the various types of service that have been initiated in this system. Reading the **history book** that was written about the system is enlightening, and describes the **foresight** of the leaders in the region.

Again, the similarities with services in this rural regional system and those of Umea Municipal Library Development Plan in the Appendix 8.5 were noted.

13. **Saskatchewan Institute of Applied Science & Technology**
Kelsey Campus.
Library & Information Technology Program
1130 Idylwyld Drive North
Phone: 306-933-8344
http: www.siast.sk.ca
Program Head: Marjorie Kennedy
Instructor: Barbara Zimmer
Campus Librarian: Tej Harrison

SIAST
Kelsey Campus

SIAST Kelsey Campus offers a **two-year Library & Information Technology program** that combines classroom / laboratory study with field placements in a variety of Saskatchewan libraries. Students learn **library procedures** that enable graduates to manage small libraries, branch collections, or provide support functions to professional staff in any type of library. In addition, students participate in a variety of **general education courses**, which broaden their educational experience and prepare them for a variety of employment opportunities.

Many libraries in Saskatchewan (public, academic, school and special) employ **Library Technicians**. Typically, positions are found in technical services departments, reference departments, audio-visual or circulation departments, school library processing centres, **support**

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staff to the teacher-librarian in elementary or secondary school libraries, bookmobiles, and special libraries.

Entrance requirements to the course are Grade 12 graduation, including English A30 or Communications A30 as required courses. GED equivalency marks may be used to satisfy these requirements for mature students. Often students who have completed undergraduate degrees will take this course to qualify themselves to work in certain types of libraries.

In the SAIST Kelsey Campus L&IT course (and in other similar courses across Canada), the students would undertake a complete **range of information services, techniques and resources including**:

- reader and public service functions
- reference services, including major print and electronic tools
- technical services, including cataloguing, classification, coding and process of print and audio visual materials for electronic data bases
- audio-visual production, and maintenance and operation of equipment
- written and oral communications with emphasis on library settings
- introduction to management, including supervision of clerical, volunteer and other staff
- public relations, including planning and implementing visual displays and programs
- optional courses related to Children's Literature, Young Adult Materials and Storytelling
- Canadian Literature studies

In the **public school context**, graduates from this program are invaluable support to the teacher-librarian. The Library Technicians are able to undertake most of the **organization and administrative functions** of the library. This makes it possible for the teacher-librarian to be available to plan with the teachers, to teach students related information literacy skills, and promote reading and literary appreciation programs.

Before embarking on such a training program, it was recommended that an **Advisory Committee** of stakeholders might be brought together to discuss the potential opportunities for the graduates.

Members of such an Advisory Committee might include representation such as:

City Librarian
Director of Education
School Trustee
Public Library Trustee
Library School representative & Alumni
Classroom teacher
Corporate representative
Teacher-librarian
Library Assistant
Union representatives

As part of the background preparation, reading and discussion, it was suggested that **comparisons between the roles and functions** of

Professional Librarian
Teacher-Librarian
Library Technician
Library Assistant
Library Secretary
Library Clerk

should be clearly delineated and discussed. **The intention to initiate training for this level of personnel must be to provide support personnel to the professionals, which will allow the professionals and the teachers to perform higher level activities in direct contact with the public / students.**

By providing a one-year **certificate**, or a two-year **diploma** recognition on the salary grid will be simplified. In addition, with careful advance planning, it may be possible to give credit for this training to individuals who wish to further qualify themselves by taking a degree program in Library & Information Science at UMEA University.

There is an abundance of literature available on training programs of this nature in North America. **Guidelines** for such programs have been adopted by the Canadian Library Association.

A tour of the **Learning Resource Centre** for the Campus was also provided by Tej Harrison. A full range of services is provided to students on campus, as well as to all the **Distance Education** programs offered from SIAST. The library was spacious, attractive, and well supplied. Technological access is playing an important role in the operation of this service.

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14. Saskatchewan School Library Association
President: Janet Merkowsky

SSLA hosted a lovely **reception** for the visitors at the Willows Golf and Country Club. Approximately 40 representatives of the SSLA Executive and general membership attended. They came from different **regions** in the province to share in this event.

In addition, Ministry Regional Officers, Ministry Resource-Based Learning Consultant, Director of Education, Superintendent of Curriculum, several teacher-librarians and other **leaders** participated.

This event provided a **forum** to share information about the field of school librarianship and RBL across the province, and in particular settings through personal conversations. The hospitality of the organizers and the participants was greatly appreciated.

Pictures from various sites in the tour were posted for all the appreciate. A series of **slides** about Sweden were shown. Gifts of thanks and appreciation were exchanged along with the appropriate remarks.

An **article** about this tour will appear in a forthcoming issue of ***THE MEDIUM,*** the journal of SSLA which is published by the STF.

15. City of Saskatoon. His Worship Mayor Maddin.

An opportunity to meet with Mayor Jim Maddin was greatly appreciated. His gracious welcome to the delegates from the **sister city**, **Umea** was most appreciated. Gifts were exchanged and pictures were taken.

City of Saskatoon

Mayor Maddin is interested in **re-vitalizing relations** between the two cities especially in the areas of information technology and bio-technology activities at the Universities. He will be contacting his counterpart to explore discussions.

16. Western Development Museum

A brief stop at the Museum was made. It is a site of many excellent educational programs and tours for school children. Teacher-librarians appreciate the resources that are available here for prairie history and development.

6. Synthesis of the Observations

The following clarifications evolved from the above observations and discussions. These points were demonstrated many times during the various visits.

6.1 What is a modern school library ?

The participants in these interviews described a school library as a place where certain kinds of activities occur. The following list summarises those discussions:

A School Library is a PLACE WHERE ....

1. children **learn how to solve their own problems** / questions / needs

2. teachers take students to **practise problem-solving skills**

3. teachers and teacher-librarians work as a team to help students become successful **independent learners**

4. the joy of **reading for pleasure** is created and nurtured for all ages

5. **information can be organised** so people can find answers quickly and easily, and where there is a trained person to help with these searches

6. individuals and groups can learn and practise using **new technologies** as tools for their personal skill development and learning

7. students can **make materials** that show that they have the skills to organise new information and ideas, can draw conclusions, and can demonstrate a change in their knowledge, attitudes and behaviours

8. teachers can get help to teach their subjects or courses, and can learn how to use **alternative teaching methods** with a supportive colleague

9. resources and information can be obtained from places **outside the school**

10. people can go there easily and quickly, because it is near the **centre of the school**

11. large quantities of materials can be **systematically arranged** to support the regular teaching curriculum

12. people **feel welcome** to come and enjoy the pleasant working conditions and inviting environment

13. people can know that they will be able to find **current information** on topics of particular interest to them

14. technology for the school is **housed and co-ordinated,** with an individual in charge who knows how to use the tools, and who is willing to help teachers and students learn to use these tools as a regular part of individual learning

ooOOOOooo

6.2 What is a modern school library and information services (SLIS) programme and how does it relate to a Resource-Based Teaching and Learning (RBL) model ?

The RBL/SLIS programme is the educational component of what happens in the space designed for the school library in collaboration with the activities in the classroom.

The programme is driven by the curriculum needs of teachers and students. It is designed to relate resources to teaching and learning styles for both individual teachers and the unique needs of each student.

The programme is managed by a teacher-librarian who is part of a **teaching team.** Several principals outlined this role as follows:

1. **planning** between two individuals to ensure that the content needs and skill development are met for the student whether in the classroom or in the library, and by either of the team members

2. **designing** projects, assignments or activities that will ensure that the students develop the appropriate skills to be successful in completing the learning opportunity

3. **sharing the preparation** of materials for the activity, in the form of handouts, worksheets, study guides, pathfinders, bibliographic style sheets, and website lists

4. **ensuring** that the appropriate **space** has been scheduled for the students to be able to work uninterrupted for as many periods as is necessary to complete the activity

5. **sharing** the teaching in the classroom, in the library with large groups, small groups and individualised situations

6. **mentoring** by teacher-librarian to the teacher and or students as needed

7. **providing feedback** to students at appropriate times as they work though their activities, and also as part of the final assessment process.

The teacher-librarian has a role in **evaluating** the success of the project:

appropriate use of resources,
achievement of students to meet the information skills required for the project,
completeness of students work at various stages of the project,
quality of the finished product,
content assessment, in collaboration with the teacher

The teacher-librarian has an obligation to ensure that the SLIS is organised and managed in such a way as to make these education and learning options possible. This requires that all the management activities must be completed without prejudicing the professional time and space to the student needs.

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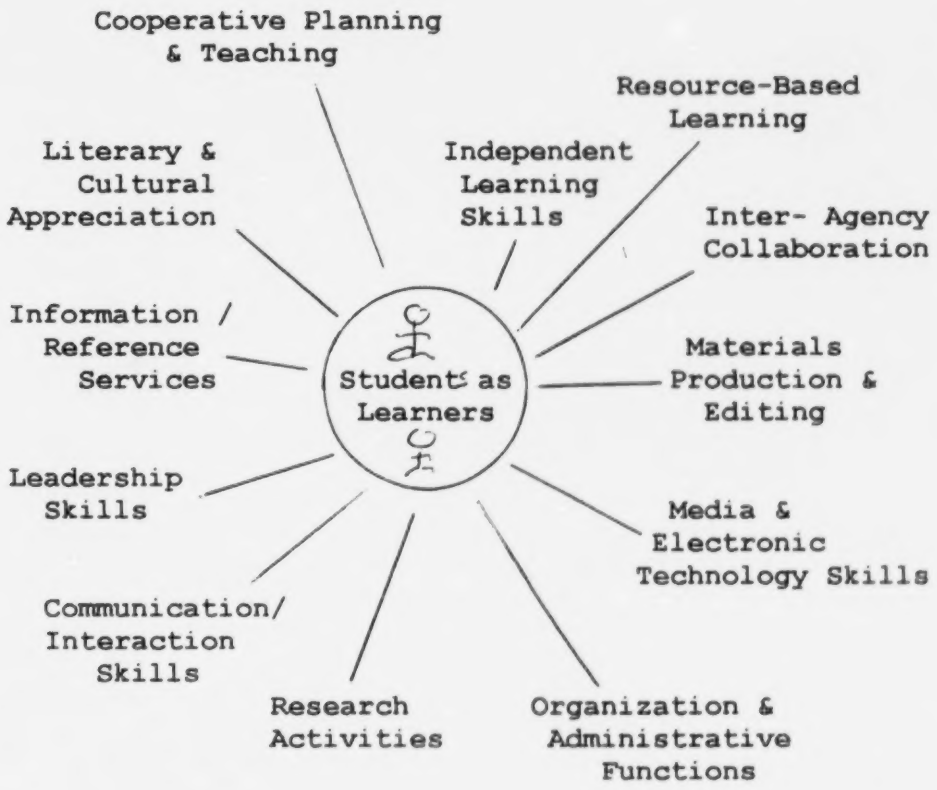
6.3 School Library & Information Services (SLIS)

Programme Components



6.4 Pedagogical Comparison chart

Some consideration was also given to characteristics of the different approaches to instruction and learning that are implied by the Resource-Based Learning approach as it fits into the total SLIS model.

Teacher - Centred Learning	Child - Centred Learning
Teacher gives the questions	Children generate their own questions with teacher guidance
Teachers provide the correct answers	Teacher guides students to discover a strategy for discovering information appropriate to ability and need
	Teacher ensures that students develop systematic approach to research or problem solving processes
Teachers give information	Child is guided to find information in alternative sources, and to compare the findings, and to draw conclusions
Teacher provides a textbook	
Teacher prescribes content and form for assignments	Teacher / student determine the criteria for evaluating the content, process, and format of final product
Teacher designs the evaluation tools	Systematic feedback is provided as the project proceeds. Peers are encouraged to participate in evaluation of the presentation and
Teachers give information	Child is guided to find information in alternative sources, and to compare the findings, and to draw conclusions
Teacher provides a textbook	
Teacher prescribes content and form for assignments	Teacher / student determine the criteria for evaluating the content, process, and format of final product
Teacher designs the evaluation tools	Systematic feedback is provided as the project proceeds. Peers are encouraged to participate in evaluation of the presentation and content of the final product

6.5 Integrating SLIS and Resource-Based Learning

This topic generated considerable discussion. The following **"Taxonomy of Change"** is an attempt to show the steps, stages or transition, which demonstrate the change in a classroom teaching programme and a SLIS programme as Resource-Based Learning approaches are implemented.

8. / Curriculum planning & development as a team partnership

7. / Teacher & Teacher-Librarian work as partners in unit content & skill planning & share teaching and evaluation [Collaborative teaching]

6. / Integrating the library materials into the learning package of a unit, topic or unit, with some shared teaching of content or related skills

5. / Use the Library staff and resources for enrichment for a unit / project / activity

4. / Using the Library staff as an idea source for new materials, activities, or skills to use with children

3. / Teaching with borrowed collections from the library or external sources; usually little consultation with the school or public library staff

2. / Teaching with a personal collection of time-tested materials

1. / Teaching alone in the classroom, with textbook and little collaboration with peers

Education consists in people helping each other discover what lies within each person and assisting each other in making that potential manifest in living.

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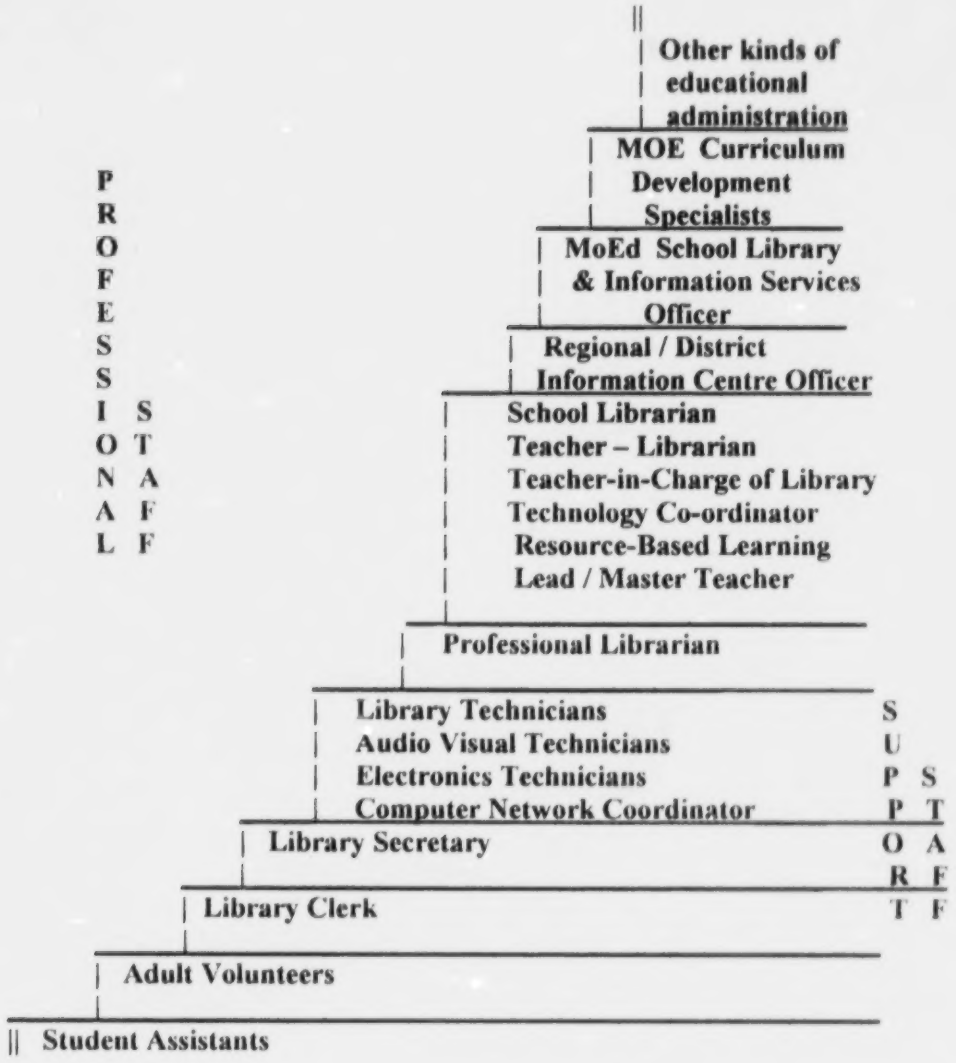
6.6 Career Ladders in School Library & Information Services



6.6.1 School Library Staffing

School Librarian

An experienced teacher who has completed post graduate studies in librarianship, and/or computer science, and/or educational media technology and who has completed specialist courses in school librarianship. This staff member would normally work in a large school and would supervise a staff of other professional colleagues and support staff, and would report directly to the Principal.

Teacher Librarian

An experience teacher who has an undergraduate degree in a school content teaching area, an undergraduate degree in librarianship, or who has competed specialist courses in school librarianship. This staff member may work in a large school as the second librarian, or alone as the person in charge in a medium size or other school.

Professional Librarian

A graduate from a Bachelor or Master of Librarianship programme, this staff member would work under the direction of either a school librarian or a teacher-librarian in a large school. By completing the specialist courses in school librarianship and acquiring a teaching certificate this individual would qualify to work as a school librarian.

Teacher-In-Charge of Library

In some smaller schools, there may be a teacher who is assigned responsibilities for the operation of the library & information centre. This individual should have completed either a certificate or Bachelor of Education, and have taken specialist courses in school librarianship, or be pursuing either a Bachelor or Master's Degree in Librarianship. This staff member's primary responsibility in the school would be in their own classroom. However, supervision of clerical or technician staff in the library would provide a level of access to students and teachers to the resources.

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Library Support Staff

Depending on the size of the school, some differentiation of the following staff will be required.

Technician (s)

Library Technician: An undergraduate from a Bachelor of Arts in Library Science, whose training and expertise would enable this staff member to conduct many of the Organization and Administrative functions of the school library,

Audio Visual Technician: A graduate from a Educational Media & Technology programme, whose training and expertise would enable this person to manage the media production needs for the school (or region) using appropriate technologies; who would be expected to be able to do appropriate equipment maintenance and servicing; and who would be able to assist both teachers and students in learning how to use the equipment and tools effectively, and to make recommendations to the Supervisor respecting developmental needs of the school.

Electronics Technician: A graduate from a Bachelor of Computer Science programme, or equivalent studies at a technical training college who would be able to manage the computer systems within the school (or as related to regional or district services), to do maintenance and service functions as needed, and would be able to assist students and teachers in the effective use of the various networks, software and CD-ROM products for data collection, data analysis, and media production appropriate to their needs, and to make recommendations to the Supervisor respecting developmental needs of the school

In a large school, the technician(s) will work under the direction supervision of the School Librarian to perform such tasks as may be necessary to facilitate the activities of the school library & information services programme for the school.

In some large schools it is advantageous to have more than one technician with specialized skills. Media production requires such expertise.

Regional or District Resource Centres employ technicians to manage media production services, and to service computer and related networks, and perform audio visual equipment maintenance and repair needs of smaller schools in a local area.

Library Secretary

An individual who has completed at least high school , and with good organizational skills, competence in accounting, ability to handle standard computer resources, and with good interpersonal and communication skills.

If there are other library clerical staff members, they would work under the supervision of this person.

Library Clerk

An individual with good interpersonal and communication skills, who is knowledgeable in school library routines, circulation and maintenance functions, and other tasks as necessary to keep the information centre attractive and operating smoothly.

This staff member will work under the direction of the Secretary, or directly under the Teacher Librarian where there is no senior secretary.

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6.7 Selecting a Teacher-Librarian

During several interviews, individual were asked what qualities they felt were most important in the role of teacher-librarian. Principals and Directors of Education were very clear in the following list of priorities.

Demonstrated passion for learning
Personable with all types of people
Quality facilitator skills / people skills
Leadership skills
Well organized, and knows how to manage time wisely
Knowledgeable in pedagogy, curriculum, and school library operations
Capable in the use of technology in the classroom
Flexible
Loves working with kids / child centred
Likes helping others, esp. peers / teamworker / willing to share the credit

When the question was posed about the qualities needed for a District or Regional Co-ordinator, or a Ministry Consultant, all the above were mentioned. [One person also jokingly commented, that people who dwelt at these levels were usually workaholics !]

6.7.1 Basic Rationale

Educational leaders were very clear on why they needed a teacher as a teacher-librarian in their schools. School libraries exist to implement the mandated curriculum, and to develop creative and critical thinkers.

Once a quality teacher with **leadership potential** has been identified, it is relatively easy to help them adapt their thinking to the SLIS / RBL model. In fact teachers in these categories are usually child-centred individuals, and are interested in using multiple resources to help kids learn how to learn.

Knowledge of a variety of pedagogical /methodological approaches was number one in the list identified by principals and teaching peers. With this repertoire, a teacher-librarian can help other teachers adapt their approaches to individual student needs. And, mentoring can be used to help other teachers investigate alternative

methodologies for combining their classroom and the school library.

Communication skills / Facilitator skills were number two on the list. This staff member interacts with all teachers and all students in the school on a constant basis. In many ways the skills needed by a teacher-librarian are very similar to those demonstrated by vice principals. While some of these skills and techniques can be taught, usually they are inherent in the individual's natural
approach to people.

Expertise in curriculum management is next on the list generated during this study tour. With so many revisions occurring in all curriculum fields around the world, it is imperative that at least one staff member be very aware of the trends and directions. In such a case, that individual can be a resource to all other staff members.

Ability to manage a large space, collection and tools with ease required both knowledge of school library organization and administration, time management and great flexibility. The focus in the school library is one of quick access and relevance to the curriculum need. School librarians have the 'sixth' sense of what is needed and why, because they have experienced the pressures in the classroom and know what their colleagues are managing in the modern era. Courses in school library management are imperative, but they must focus on child-centred approaches to materials and tools. Being able to teach the independent learning skills to individuals and groups as needed, or as planned with the teacher is critical in the preparation for the role as teacher librarian.

Demonstrated love of learning, enjoyment of reading, and creative impulses are imperative in all teacher-librarians. Courses can start people on a reading pathway that is endless and enriching. Courses can be provided to explore ways to motivate readers at all ages.

6.7.2 Training Components

Currently there are no training programs for teacher-librarianship in Saskatchewan. Some courses are run from time to time during the summer vacation period. Professional development activities are focused on helping staff learn 'best practices' from peers and colleagues.

Distance Education courses from University of Alberts, University of British Columbia, and University of Prince Edward Island are being used by teachers who wish to enter the profession at this time. Credits in these courses are accepted in Saskatchewan.

6.8 Facilities & Collections

In each of the schools visited on this tour, there was a school library facility. Many of these were designed according to specifications recommended by the Provincial Ministry, but implemented by the local authority. The specifications of the SPSD usually exceeded the provincial requirements.

Each school library contained a variety of spaces according to the kind of activities that went on in the setting. The following are an example:

- Reading Space
- Interaction Spaces
- Small group space
- Whole class space
- Technology space
- Catalog and Access to records space
- Storage space
  - Collections
  - Equipment
- Workroom space
- Office space
- Teacher preparation space
- Circulation desk
- Files storage
- Communication tools, phone, fax, Internet
- Photocopiers, & Computer printing facilities

In general all elementary libraries had a library space, centrally located in the school and equal to approximately three classrooms in size, and the workroom space was located so that the total library space could be visually supervised by any worker in that location.

In the secondary schools, the libraries were usually larger, and often covered a five or six classroom equivalent. Most had sufficient chair space to accommodate up to three classes at any one time, and room for individual access as needed. Additional space in study carrels, seminar rooms and conference rooms were also available.

All libraries where handicapped / wheel-chair accessible.

Many libraries were located close to the school office.

All libraries had good attention to colour, decoration, and clarity of signage.

All libraries exhibited a friendly and welcoming atmosphere.

The **collections** in all these schools were substantial. Some have been operating for a long time. Others were newer. In both cases, the average number of print items per child would have exceeded fifteen (15) items at both elementary and secondary levels.

Many schools have the necessary **equipment** to show computer generated images, video cassettes, slides, film strips, overhead projections. This equipment was usually on wheeled carts to that it can be moved from one classroom to another as needed.

Computers are beginning to take an important role in all school libraries. They are usually installed first to provide an automated **on-line public library access catalog** [OPAC] to the records for the collection, and/or the District.

All the libraries had **computer work stations** that were equipped with purchased software programmes including encyclopedia, reference works, learning programmes, etc. The work tools that would allow for word processing, spread sheets, and graphic design were usually all found on the

terminal work stations. Usually all the computers in the library were networked to one server either in the library workroom, or else **networked** throughout the whole school and managed from a central server in the technology department.

Most schools had **Internet connections**, which the teacher-librarians were integrating into the regular teaching programs. Their ability to evaluate websites and recommend them to teachers at the planning stage was very important.

Funds for the facilities and collections come from the Provincial government, from District tax levies, from school fund-raising activities, and from corporate donations. Additional funds would come from the subject curriculum departments that recognized the value of having their specialized resources housed and managed effectively from the school central library services.

6.10 Managing the Time in SLIS Programs

1. Random access as needed

This pattern is usually referred to as the open access library where students are permitted to come as they need, for incidental instruction, and for personal choice in reading and working location. The teacher-librarian responds to the individual need. The classroom teacher is usually not involved in the activities. Often **a 'pass system'** has been developed so that there is awareness by teacher, library staff and administration as to the location of the students, and the number that are allowed to go from any one class at a time.

2. Scheduled classes

This approach requires that certain groups of students must be in the library at specific times [whether they have any need to be there or not]. This is considered to be an administrative approach to ensuring that the library is occupied.

In the elementary school, there is a special place for book circulation, reading promotion activities, and free reading time. A large Fiction collection can make this use of the time more productive. A teacher-librarian who is thoroughly aware of the content and thematic approach in this literature will be an invaluable asset to getting children 'fired up' about reading.

Classroom teachers usually find the use of tightly scheduled library access time less productive. Teacher-librarians are frequently pressured into providing some kind of lesson or activity (which usually has little correlation with anything that is going on in the classrooms.) Library lessons in this framework have been proven by research to be counter-productive, and usually turn both students and teachers away from the library and its potential.

3. Negotiated scheduled time

When teachers and teacher-librarians work together to plan the learning activities that will occur in the

library, then time can be booked to fit the individual, group or whole class as needed. The planning will involve

content consideration to be examined,
skills needed by the student to be successful,
resources in the collection or from other agencies,
evaluation criteria for the finished product
mentoring and teaching as share responsibilities

Research documentation is available which shows that the above process is the most effective and efficient use of library time and space. For additional information see Keith Curry Lance research in Colorado, Alaska and Pennsylvania.

Lance, Keith Curry
The Impact of School Library Media Centers on Academic Achievement
http://www.ala.org/aasl/SLMR/slmr-resources/select_lance.html
SLMQ **Vol. 22, n0. 3, Spring, 1994**

Manzo, Kathleen Kennedy. ***Study Shows Rise in Test Scores Tied*** **To School Library Resources. 22 March 2000**
http://www.edweek.org/ew/ewstory.cfm?slug=28libe.h19&keywords=school%20library

4. Blocks of time planned for project activity

When the approach outlined in no. 3 above evolves in a school, there are often times when classroom teachers need to book a block of two or three periods when the students can concentrate on a particular project. This makes it possible to see completion and success, rather than having to wait until tomorrow or next week for the next scheduled time in the library.

Using this approach, the teachers who are making best use of the library will have more ready-access when they need it. Teachers who do not wish to use the library will not be required to fabricate something to keep their classes involved.

During this study tour, all the above types of scheduling were observed or discussed with the principals, teachers and teacher-librarians.

The most common response was No. 1: to have enough space in the library so that **individuals** could come in any time and quietly work independently.

Next was No. 3 where **cooperative planning and teaching** was most enthusiastically endorsed by all proponents of quality school library service.

6.10 Definitions of terms related to SLIS / RBL used in this document

A compilation of terms used in this tour by school, district and Ministry personnel is provided. One will note that frequently there is more than one term used in different parts of the country for the same concept. This is a matter of local applications.

DEFINITIONS

Advocacy

The planned activities undertaken to inform stake-holders in education about the role of the school library, the school library staff, and the school library programme in the educational programme of the school. Both formal and informal communications and interactions are undertaken with specific purposes in mind.

BigSix

A method of information problem solving designed by Michael Eisenberg and Robert Berkowitz that addresses six steps in the process:

1. Task definition,
2. Information seeking strategies,
3. Location and access,
4. Use of information,
5. Synthesis, and
6. Evaluation.

The method has application in all content areas and blends independent learning skills through process learning with the curriculum content in a child-centred approach. ***[This process is similar to "Seven Steps to Knowledge" currently in use in some schools in Umea.]***

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Child-centred Learning

Methods of instruction which places the interests of the child as the focal point in curriculum design, and which capitalizes on the student's unique interests and abilities, while orchestrating mastery of skills and content as required to fulfill the requirements of the age or grade level.

Content Learning

The designation of specific content, information, or understandings which must be mastered in order to meet a specific requirement, and the methodology to undertake such teaching and learning

Cooperative Planning and Teaching (CPT)
Cooperative Planning, Teaching and Evaluation (CPTE)
Collaborative Planning and Teaching (CPT)

An instructional model in which the teacher and teacher-librarian become collaborative partners in the planning of the instructional process, in the use of resources, and in the evaluation of the teaching and learning outcomes.

Information Literacy

The ability to: recognize the need for information to solve problems and develop ideas; pose important questions; use a variety of information gathering strategies; locate relevant and appropriate information; assess information for quality, authority and authenticity.

Includes the abilities to use the practical and conceptual tools of information technology (print, non-print, and electronic), to understand form, format, location and access methods, how information is situated and produced, research processes, and to format and publish in textual and multimedia formats, and to adapt to emerging technologies.

Independent Learning Skills (ILS)
Information Literacy Skills (ILS)

The skills that one must learn to be an independent life-long learner, usually identified in a scope and

sequence matrix which correlates the age, grade and skills needed to master the content and processes used in the instructional process. The skills are usually developmental and cyclical in nature. They may be introduced at one level, re-taught at another, and re-enforced at another level of sophistication as the student progresses through the educational system.

These skills are commonly used in problem solving situations, and are fundamental to the development of higher order thinking skills.

Both the instructional staff and the student are responsible for managing these information competencies as learning is individualized to meet personal learning styles and abilities.

Integrated Instruction

The application of the Independent Learning Skills (ILS) and/or Literary & Cultural Appreciation (LCA) skills as an integral part of the teaching and learning processes within the regular curriculum. These skills are identified as part of the learning outcomes for each lesson or activity.

Literary & Cultural Appreciation (LCA)
Literacy & Cultural Appreciation (LCA)

Relates to the development of the ability to read, to enjoy reading and to appreciate literature as a form of cultural communication.

The techniques used to encourage and promote reading including storytelling, story reading, book talks, discussions and other promotional activities.

The skills of appreciating authorship including how an author and/or illustrator works, the literary elements of theme, setting, plot, character development, use of language, point of view. These skills may be delineated in a scope and sequence chart according to the developmental levels of learners. These skills are cyclical in nature, and may be introduced at one level or in one context, re-taught at another, and re-enforced by application at subsequent grade or age levels.

The skills of appreciation in literature have parallel skills in relation to the various other fine art forms, and can be learned in similar patterns.

Media and Technology Skills

Relates to the skills necessary to use media in audio visual and electronic formats to access information for a particular need

Includes the ability to produce audio visual materials as a method of synthesis of ideas and demonstration of what has been learned

Includes the ability to produce electronic format materials (e.g. power point presentations, hypertext materials) to demonstrate the results of analysis of information collected from various sources, and to exhibit the synthesis of one's own new learnings.

These skills are normally identified and listed as part of the independent learning skills continuum scope and sequence charts to guide the acquisition of information literacy for each individual.

Media Production

The creation, editing or production of material in print, non-print or electronic format to be used for instructional purposes, to fill a specific information need, or to demonstrate a new skill or knowledge mastery

Organization & Administration Functions (O & A)

The management of the school library as a learning centre for the school includes all operations related to (1) developing an annual outline of programme of goals and objects with a (2) strategic plan of action to implement these goals; (3) materials and equipment selection, ordering, acquisition, cataloguing, classification, (4) data entry into automation systems, and the regular maintenance of such data; (5) materials and equipment scheduling and circulation; (6) materials and equipment care and maintenance; (6) inventory and control functions; (7) weeding of the collection; (8) materials / media production; (9) library staff training, supervision and management; (10) facilities arrangement and utilization; (11) records management; (12) statistics collection, analysis and use; (13) publicity and public relations with administration, staff and students; (14) policy development; (15) interaction to facilitate inter-agency collaboration; (16) programme evaluation, feedback and re-cycling for congruency with the educational goals and objectives of the school.

Problem Solving Strategies

A method of involving students in learning by using the inquiry method to address a problem that has been created or constructed by the students under teacher direction.

It focuses on the steps of clarifying the problem; identifying known information; deciding what still needs to be learned to answer the question; information seeking strategies; analysis skills; and synthesis skills to produce a response to the problem that has required creative thinking and critical analysis skills.

Process Learning

A methodology that focuses on the child and what the child already knows to use problem solving strategies, independent learning skills, and information literacy approaches to address the principles and concepts required in the curriculum, and extend learning to the world outside the curriculum.

Reference & Information Services

Helping the client to find the information needed to resolve a specific question; including the modelling to the client of techniques in problems solving so that the client can practise personally in a similar situation in the future.

Normally this service would involve using materials from a non-circulating collection, resources in electronic formats, or access to information from external agencies in the community.

Resource Centre
Regional Resource Centre
Regional Teacher's Advisory Centre
Educational Resource Centre
District Resource Centre
Central Resource Centre
Teacher Centre

An agency with staff and resources to serve the educational and instructional needs of a region or group of schools as support to the school library and information services programme, to the teaching and administrative personnel in the area, and to provide services which might be too expensive to provide at each individual school.

Some services which could be included in such a centre could be Subject Specialist Consultants; Pedagogical or Methodological Consultants; Professional Development Services; Reference and Information Services; Specialised equipment, resources or tools; Professional publications; Equipment maintenance and repair services, Media production services and assistance.

Resource-Based Instruction
Resource-Based Learning (RBL)
Resource-Based Teaching

The concept that learning is based on a problem-solving approach that is planned and developmental, and requires that students develop appropriate information learning skills to enable them to locate, analyze, comprehend, and synthesis the information they need from a collection of specially selected resources appropriate to the topic under consideration. Two basic components of RBL are (1) the development of an independent learning skills continuum (ILS) and (2) cooperative planning and teaching (CPT).

School Library
School Library & Information Centre
School Library Media Centre
School Resource Centre

The instructional centre in the school that coordinates and provides on site and off site access to information, resources, services and programmes that integrate information literacy, the intellectual access to information, with teachers, to develop independent learners who are effective users of information and ideas and committed to informed decision-making.

School Library Programme

The collaboratively planned and taught units of study developed though the shared expertise and equal partnership of classroom teachers and teacher-librarians based on the principles of resource-based learning and designed to achieve the educational goals of the school.

7. Summary

Resource-Based Learning is a philosophy of teaching. It provides strategies for teachers to help students develop their own repertoire of skills 'to learn how to learn independently'.

The classroom teacher is a key mentor in this process. Each lesson is designed to introduce, practice, or enhance skills in information literacy and/or literary and cultural appreciation. The content in the curriculum guide becomes the vehicle to put these 'learning tools' into action.

The teacher-librarian brings special expertise to this 'learning environment'. As an experienced teacher, he/she brings a broad range for pedagogical skills to the planning and implementing of the lessons. As a specialist in materials, the teacher-librarian identifies the resources that will help the student practice both critical and creative thinking. Working as a team, the teacher and the teacher-librarian function effectively to ensure that the students develop skills to become 'life-long learners.' In so doing, it is their aim to inspire students with a 'desire to search, re-search, and grow in their knowledge", and at the same time to cultivate a love for reading, listening and viewing in the world around them.

The need for trained support staff was clearly demonstrated at the schools and the district resource centres. This assistance frees the teacher-librarian to work with teachers and students more effectively.

This tour has provided many opportunities to see these "best practices" in action. The educators who hosted the program have been most gracious, helpful and friendly. They are committed to their roles. They have a passion for working with children. They exhibited a love for learning themselves.

The synthesis of ideas provided in section 6 draws together many of the learnings from the tour. It is a fund of information from which future plans can evolve for Umea.

Thanks to all who made this tour possible, and to those who participated in making it such a wonderful success.

8. APPENDICES

Appendix 8.1 - Original Project Proposal

To: Inger Edebro Sikstrom
Library Director
City Library
Umea, Sweden 2001.06.13

Re: **Canada - Sweden School Library Study Tour**

1. Recommended Dates for Tour
Arrive Saskatoon Sunday 14 October 2001
Leave Saskatoon Saturday 20 October 2001

2. Number of Persons
Activities will be planned to accommodate four (4) persons for five (5) working days in schools of Saskatoon, Saskatchewan and surrounding area.

3. Locations:
Saskatoon has a fine reputation for school librarianship, and for the integration of independent learning skills into a resource-based learning approach to teaching.

Carol Thiessen, one of the persons we will be visiting, has just been awarded The **Association for Teacher Librarianship in Canada's ANGELA THACKER MEMORIAL AWARD** "to honour a teacher-librarian who has made significant contributions to the profession through publications, productions or professional development activities that deal with topics relevant to teacher-librarianship and / or information literacy."

Saskatoon is a sister city to Umea.

Saskatchewan School Library Association was awarded an IASL Award for achievements in School Librarianship at the IASL Conference in Umea in 1990.

Pat Taylor, the head of school library services in Saskatoon, is the past chairperson of the Association for Teacher Librarianship in Canada. She is very highly regarded as a leader in the field.

4. Schedule Calendar October 2001

This schedule is subject to change according to which centres are available and which resource personnel can accommodate the groups.

Sunday	**14 Oct**	**Arrival,** **Orientation and City Tours**
Monday	**15 Oct**	**District Administrators,** **Directors and Consultants** **Roles and Responsibilities** **Elementary School Libraries**
Tuesday	**16 Oct**	**Middle school libraries**
Wednesday	**17 Oct**	**Secondary School Libraries**

Thursday	**18 Oct**	**Meet with Representatives of Saskatchewan School Library Association. Reading & Literature Programmes**
Friday	**19 Oct**	**Training Programmes for Teacher-Librarianship Education**
		District Resource Centre Programs Public Library & Branch Services
Saturday	**20 Oct**	**Departure**

5. Air Transportation

Umea, Sweden personnel will be responsible for scheduling arrival and departure times to match the above schedule. Changes in this schedule must be negotiated in advance.

6. Visa and Immigration

The individual participants will be responsible for seeing that all educators travelling on the tour will have appropriate documents for Immigration clearance before leaving Sweden.

7. Purpose:

The **purpose** is:

1. To develop an awareness of the scope of modern school library programming.

2. To investigate the aspects of implementation of a modern school library program including: staffing, facilities, educational programming, resources, staff training and development, advocacy, policy and procedures work.

3. To focus especially on the integration of independent learning skills and information literacy approaches into the regular teaching program.

4. To discuss with Principals and Teachers, the impact of an RBL integrated approach to school library services, and the steps to implementing such a program

8. Areas to be covered:

It is felt that all these objectives can be addressed through quality presentations, observations and individualized and small group Interactions with:

1. Superintendent/Director who is a strong advocate, and who can delineate the role and philosophy in relation to consultants and principals who are responsible for School Library and Information Services (SLIS) program integration into the curriculum program.
2. Teacher-librarians in program activities at all grade levels and different levels of sophistication in cooperative planning and

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teaching, resource-based learning, independent learning skills, and literary and cultural appreciation programs, etc.
3. Principals who are articulate and strong SLIS advocates
4. Facilities, including integration of technology in SLIS
5. Role of support staff in schools
6. Differentiated staffing patterns, and career ladders
7. Assistance of Parent Volunteers in program implementation
8. Reading Resource Teachers in action
9. District Library Resource Support Centre
   - Role and Purpose of these Centres
   - Functions of these Centres
   - Staffing and Management of these Centres
   - Professional Development Role of these Centres
10. Professional Development Activities in various systems
11. Analysis and Report Writing based on synthesis of program components observed

9. Summary of Costs

Explanatory notes are provided in sequence for each item in this costing summary on the following pages. All cost estimates are quoted in Canadian Dollars (Can $)

9.01 Administrative Fees	$ 1600.00	
Printing, Computer, Internet & Phone		100.00
Honorarium for Resource Persons		1000.00
In City travel		500.00
Local tours and orientation (see notes)		----
Embarkation Fees (see notes 10.01)		----
9.02 Tour Co-ordinator's Fee	$ 2900.00	
Consulting Services		2700.00
Co-ordinator travel		200.00
9.03 Total Project Costs	$ 4,500.00	Canadian

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10. Explanatory Notes:

10.01 Embarkation Fee

This fee is usually levied by the Local airport Authorities. It is an amount of $ 10.00 Canadian per person, paid at the departure gate in Toronto when the tour leaves the city on the return trip.

The fee is levied for each person at the airport. It is payable in Canadian currency, cash preferred, but most standard credit cards are also accepted.

Since the tour co-ordinator will not be travelling with the group to Toronto, or whatever other point of embarkation from Canada, the participants in the project will be responsible for paying these fees themselves. The information is provided here to assist in your estimates.

Projected costs: 4 x $ 10.00 $ 40.00

10.03 Printing, Computer & Internet Costs

To have material ready for the tour, to print reports and related letters, and to provide Internet connects at the hotel, the fee would be minimal.

Project Costs: $ 100.00

10.04 Honorarium for Resource Persons

Since each of the resource persons to be consulted or visited will be undertaking these activities in addition to his/her regular workload, it is recommended that a modest honorarium be given to the hosts. This expresses appreciation for their willingness to spend extra time on this project, and shows respect for their professionalism. There will be approximately 10 individuals who will interviewed or in some way participate significantly in the completion of the tour.

The suggested honorarium be not less than $ 100.00, with discretion left to the tour co-ordinator to modify the sum according to the level of participation.

Projected cost: 10 x $ 100 $ 1,000.00

10.05 In City Travel

It is recommended that one large car be rented at the airport, which will transport four passengers each, comfortably, plus the driver / tour co-ordinator.

Luggage may be crowded on arrival and departure, but this can be managed, if necessary with the hiring of an extra taxi. (Cost included in the quotation).

The rental prices include full insurance, gasoline, and unlimited mileage for the period of the tour.

Projected cost: $ 500.00

10.06 City & Cultural Tours, Orientation, Recreation & Entertainment

Saskatoon has many fine cultural activities, such as music, theatre, concerts, sporting and outdoor events. Recommendations can be provided, and arrangements with tickets and transportation can be assisted.

Individuals must be prepared to cover costs for these events at their own expense.

An attempt will be made to contact the Local Teacher-Librarian Association or other community leaders (esp. the Mayor) depending on what is happening in the community. Such reception or social event would be informal, and would be funded locally. It would be advised that an appropriate gift might be presented from the Mayor of Umea to the Mayor of Saskatoon at such an event, with appropriate press coverage.

Churches and Temples are readily accessible in the city of Saskatoon.

10.07 Tour Co-ordinator & Consultant Service Fees

The cost of the tour co-ordinator will be $ 300.00 per day for actual time the tour is in Canada plus two (2) days of preparation time = 9 days

Projected Total Cost: $ 300 x 9 $ 2700.00

This fee covers personal preparation on this proposal, booking schedules, contact time with the resource personnel at some sites in

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advance, and time to search websites, and to prepare printed materials or other resources appropriate to the topic and location.

The Tour Co-ordinator will be available to work with the tour group, and will provide consultative services as follows:

- arrange events appropriate to the needs,
- discuss the observations from each visit,
- assist in the drafting of reports, recommendations, and letters of thanks and appreciation to the various hosts / resource personnel,
- endeavor to resolve any issues or concerns for the tour and for the hosts / resource persons.

Travel fees for one Co-ordinator to travel by car from Winnipeg to work with the group in Saskatoon and return are to be billed

Projected cost: $ 200.00

The Tour Co-ordinator will be responsible for personal costs related to accommodation and food services from the fees quoted.

11. Accommodation and Subsistence Allowance for Tour Participants

It is understood that all participants will receive accommodation and subsistence allowances prior to leaving Sweden. Accounting for these funds will be done between the individual and the funding source.

All tour participants will be responsible for their own accommodation expenses.

An hotel/motel with excellent services at reasonable rates is recommended below. The rates will be less than $40.00 (tax included) per person based on two person occupancy for each room. Individuals requiring single accommodation will be charged the full rate for the room, which was quoted at $ 78.00 Canadian (tax included).

These rates have been negotiated with the
Colonial Square Motel,
1301 - 8 th Street East,
Saskatoon, Saskatchewan S7H 0S7.
Phone: 306-343-1676;
FAX: 306-956-1313.

It may be possible that your travel agent can arrange a better rate directly, or in another location. I selected this one because it is central, good parking, good access to food, and comfortable environment.

Please indicate if you would like to have these bookings confirmed, and how many rooms would be needed as singles and doubles.

12 Method of Payment

It is recommended that 50 % of the total fund, be deposited electronically into an account at the time that this agreement is confirmed; and that the remaining 50 % be paid on billing at the completion of the project. Electronic codes related to this transaction will be provided.

Appropriate accounting records such as invoices and receipts will be used in all transactions.

The Tour Co-ordinator will be responsible for all fee disbursements, and will provide an audited statement to the sponsoring agency upon request.

13. Contract

Arranging to have the contract signed will be carried out as expeditiously as possible, and should be completed before the tour begins. A confirming letter attached to this complete document will be considered to be a firm and binding contract.

==========GRB

Proposal prepared and submitted by

Gerald R. Brown, Consultant
School Library & information Services
3403 -55 Nassau Street North
Winnipeg, Manitoba R3L 2G8 Canada
Phone: 204-284-5620

2001.06.13

Appendix 8.2 Participants of the Study Tour

Mrs. Mari-Ann Westerlund

Since 1998, she has been the Director of Public Education in Umea. Previously she was the Director of the pre-schools for fifteen years. Together with 23 headmasters she is responsible for 3000 pupils, and the development of all aspects of the education system.

She is married to Gosta, who is working as an insurance broker. They have one son, 21 years old, studying and still living at home. Toe the family also belongs one nine year old poodle.

Her interests include associating with family and friends, gathering many people to her dinner table, and taking long walks in nature, as well as down-hill skiing in winter.

Mrs. Inger Edebro Sikstrom

She graduated in 1976 with a degree in Library Science, and 1979 with her degree in Education.

Since 1996 she has been the Library Director for the Public Libraries of Umea, including the main library, 5 branch libraries and one book mobile. She is assisted by six middle managers and 80 - 90 additional personnel.

Previously she was a Manager of the School in Library in a secondary school with 2000 students. She developed in 1994-95, a student and teacher's study guide on how to use information called ":Seven Steps to knowledge". It may be read at
http://www.skola.umea.se/dragon/bib//steps.htm

Inger is married to Tomas, who is working as a Planning Director in Umea. They have three children (2 sons, 1 daughter): Henrik aged 21, Johan aged 19, and Karin age 18.

Her interests include listening to music, dance, photography and decorating.

Appendix 8.3 Agenda for the Participants

Friday,	**Brown at Colonial Square Motel, Saskatoon**
12 Oct.	**Phone: 306-343-1676 FAX: 306-956-1313**
	Address: 1301 - 8 th Street East,
	Saskatoon, Sask S7H 0S7
Saturday,	
13 Oct	**Sikstrom & Westerlund arrive Air Canada 1121**
21:20 p.m.	**[Brown to pick-up at airport]**
Sunday	**Brunch and conversation**
14 Oct	**at Pat Taylor's 54 Columbia**
Monday	
15 Oct	**Dr. John G. Egnatoff School**
8:30 a.m	**http://schools.sbe.saskatoon.sk.ca/Drjoh/**
	Principal: Donna Douglas-Elliott
	Teacher-Libarian: Carol Thiessen
	CFQC Television segment
	SPSD Media Liaison Officer: Terry Kikcio
Monday	
2:00 p.m.	**His Worship Mayor Mr. Jim Maddin at City Hall**
Monday	
3:00 p.m.	**Saskatoon Public Library**
	http://www.publib.saskatoon.sk.ca
	Director: Zenon Zuzak
Tuesday	
16 Oct	**Wildwood School,**
8:30 a.m	**http://schools.sbe.saskatoon.sk.ca/wildw/**
	Principal: John Broughton
	Teacher-Librarian: Carol Thiessen
	Effie Maclean Memorial Library
	Radio Interview NTR Newstalk 650
Tuesday	
2:30 p.m.	**Superintendent of Curriculum & Instruction**
	Mrs. Freda Trew
	Board Office: Tec Lounge (Second Floor)
Tuesday	
4:00 p.m.	**SPDS Teacher-Librarian's Council Meeting**
	Brunskill School,
	with Director of Education: Terry Pearson
5:30 p.m.	**Supper at Pat Taylor's place - a Ukrainian meal with SPSD Teacher-Librarian executive members**

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Tuesday
7:30 p.m. "I-Search" at MMGraham School
University & High School Students Search Skills
Course observations

Wednesday
17 Oct Nutana Collegiate,
8:30 a.m. http://schools.sbe.saskatoon.sk.ca/Nutan/
Principal: Bruce Bradshaw
Teacher-Librarian: Ron Berntson

10:30 a.m. Marion M Graham Collegiate Institute
http://schools.sbe.saskatoon.sk.ca/Mario/
Principal: Dr. Karen Dellow
Teacher-Librarian: Audrey Gray

Evening Free /debriefing / report writing

Thursday
18 Oct Saskatoon West School District No. 42
8:30 a.m. http:// www.swsd42.sk.ca
Director of Education: Bill Macfarlane
Assistant Director, Instructional Services
(& V Pres SSLA)) Mrs. Jane Isinger

Langham Secondary School
Langham, Sk.
Principal: Mike Neufeld
Teacher-Librarian: Joyln Anderson

Prairie View (K-12) School LRC
Dalmeny, Sk
http://www.swsd42.sk.ca/
Principal: Donna Rolston
Teacher-Librarian: Heather Dack

Friday
11:30 a.m. Mayfair Community School
http://www.schools.sbe.saskatoon.sk.ca/Mayfa/
Principal: Jean Berndt
Teacher-Librarian: Lynn Gilbert

Thursday,
18 Oct
6:00 p.m. SSLA reception (wine and cheese)
Janet Merkosky, President
The Willows Golf & Country Club

Friday
19 Oct Saskatchewan Institute of Applied Science & Technology
9:00 a.m. Kelsey Campus http://www,siast.sk.ca/
Marjorie Kennedy, Program Head
Barbara Zimmer, Instructor
Library Technician Training Courses

Tej Harrison, Chief Librarian

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Friday
11:30 a.m. Wheatland Regional Library System
Website: http://www.wheatland.sk.ca
Director: Bruce Cameron

Friday SPSD Central Library Resource Centre
1:30 p.m. (with Lynn Gilbert)

Saturday
20 Oct Saskatchewan Teachers' Federation
9:00 a.m. Librarian: Joan Elliott
Website: http://www.stf.sk.ca

Sunday
Oct 21 10:50 a.m. Air Canada Flight 1108

Source:
Russell, Pete and Mabel
The Parks and Recreation Facilities of Saskatoon. 1982 p. 69-70

UMEA PARKS

There are three: Umea, Umea Vast and Umea Nord. Umea Park faces on Ravine Drive and its 36 acres supplements the Saint Anne Separate School playgrounds with four tennis courts, two soccer pitches, two ball diamonds, and a hill. There is still much undeveloped land facing on Pinehouse Drive.

Umea Vast Park faces on Primrose Drive and its 20.7 acres extend west to Warman Road. A softball complex is presently (1981) being developed in this park.

Umea Nord Park is at the intersection of Primrose Drive and Pinehouse Drive and faces on both. This park's 10.3 acres has not (April, 1981) been developed yet.

All three parks are named for Umea, a university city near the mouth of the Umea river on the Gulf of Bothnia, 300 miles north of Stockholm, Sweden.

In 1971 Saskatoon became conscious of Participaction and its way to better health. Small projects were carried out each year until 1975. "Project Sweden" was the brainchild of Dr. Howard Nixon of the Physical Education Department of the University of Saskatchewan. Through his efforts and those of his friends, Saskatoon twinned with Umea. There was a three-day walking competition on May 12, 13, and 14. To the surprise of some, we won. However, it went further with a cultural exchange between schools, Boy Scouts, industries, and civil service departments. VIP's from Umea visited Saskatoon: There were banquets, speeches and presentations. Dr. Howard Nixon, Dr. Sam Landa, Mayor Cliff Wright and others visited Umea.

The next big event came in 1980 when Otaru, a university city in Northern Japan entered making it a three-way competition. Again to everyone's surprise, we won.

Bjoekarnas Stad: Swedish words meaning "City of Birches". That's what the Swedes call Umea, just as Canadians call Saskatoon "City of Bridges". Umea gets its name from the Umeaelven River which bisects the city. In Lap, Ume means 'swiftly flowing water'. That should ring a bell because in Cree, the world Saskatchewan means the same thing. These are just a few of the many similarities between the two cities that Participaction has brought together in a competition for fitness and friendship.

Certainly Saskatonians have benefited from the experience. One has only to look out any morning — winter or summer — and soon you will see a "jogger" go by. Joggers come in all sexes, ages and sizes. In Saskatoon they jog by Umea Park. In Umea they jog by Saskatoon Park.

Appendix 8.4 Contact List: People & Places

Anderson, Jolyn
Teacher-Librarian (.5)
Walter W. Brown Secondary School
Langham, Sk

Berndt, Jane,
Principal, Mayfair Community School

Berntson, Ron,
Teacher-Librarian, Nutana Collegiate
E mail: berntson.ron@sbe.saskatoon.sk.ca

Bradshaw, Bruce,
Principal, Nutana Collegiate
E mail: bradshaw.bruce@sbe.saskatoon.sk.ca

Broughton, John,
Principal, Wildwood Elementary School

Cameron, Bruce,
Director, Wheatland Regional Library System
306-652-4993
Fax: 306-931-7611
E mail: bcameron@wheatland.lib.sk.ca

Dellow, Dr. Karen,
Principal, Marion M. Graham Collegiate Institute
E mail: dellow.karen@sbe.saskatoon.sk.ca

Douglas-Elliott, Donna,
Principal, Dr. John G. Egnatoff Elementary School

Dr. John G. Egnatoff Elementary School
225 Kenderdine Road S7N 3V2
Phone: 306-683-7190
Principal: Donna Douglas-Elliott
Teacher-Librarian: Carol Thiessen

Elliott, Joan,
Librarian, Saskatchewan Teachers' Federation

Gilbert, Lynn,
Acting Coordinator: Learning Resources /
Resource-Based Learning
SPSD Phone: 306-683-8274
E mail: gilbert.lynn@sbe.saskatoon.sk.ca
Mayfair Community School, Teacher-Librarian

Gray, Audrey, Teacher-Librarian,
Marion M. Graham Collegiate Institute
E mail: gray.audrey@sbe.saskatoon.sk.ca

Isinger, Jane,
Assistant Director, Instructional Services,
Saskatoon West School District No. 42
& Vice President, SSLA

Luciuk, Al,
Teacher, Marion M. Graham Collegiate

MacFarlane, Bill,
Director of Education, Saskatoon West S. D. No. 42

Maddin, Jim,
His Worship The Mayor of the City of Saskatoon
City Hall, 222 - Third Avenue North S7K 0J5
Phone: 306 - 975 - 3202

Marion M. Graham Collegiate Institute
602 Lenore Drive S7K 6A6 Phone: 306-683-7750
Principal: Dr. Karen Dellow
Teacher-Librarian: Audrey Gray

Mayfair Community School
510 - 34 th St West S7L 0Y2 Phone: 306-683-7360
Principal: Jane Berndt
Teacher-Librarian: Lynn Gilbert

Merkosky, Janet,
President, Saskatchewan School Library Association
e-VEWW Coordinator
Work: 306-664-0010 Work FAX: 306-664-0020
E mail: jmerkosky@sesd.sk.ca

Neufeld, Mike
Principal, Walter W. Brown Secondary School
Langham, Saskatchewan

Nutana Collegiate
411- 11 th St East S7N 0E9 Phone: 306-683-7580
Principal: Bruce Bradshaw
Teacher-Librarian: Roan Berntson

Pearson, Terry,
Director of Education
405 - Third Avenue South, Saskatoon Sk. S7K 1M7
Phone: 306-683-8200 Fax: 306-683-8207
http: www.spsd.sk.ca

Prairie View (K-6) School,
P.O. Box 340, Dalmeny, Sk SOE 1E0
Phone: 306-254-2633
http://www/swsd42/sk.ca/PVIEW.htm

Rolston, Donna,
Principal, Prairie View Elementary School,
Dalmeny, Sk.

Saskatchewan Teachers' Federation
2317 Alington Avenue S7J 2H8
Phone: 306-373-1660
Librarian: Joan Elliott

Saskatoon Public Library
311 - 23 rd Street East S7K 036
Phone: 306-975-7575
http://www.publib.saskatoon.sk.ca
Director: Zenon Zuzak

Saskatoon Star Phoenix (Newspaper)
204 - 5 th Avenue North S7K 2P1
http://www.canada.com/saskatoon/starphoenix/

Saskatoon West School District No. 42
1359 Fletcher Road S7M 5H5
Phone: 306-664-0010
Director: Bill Macfarlane

Taylor, Pat,
Coordinator: Learning Resources /
Resource-Based Learning SPSD
Work Phone: 306-683-8317
Work Fax: 306-683-8207
Home: 54 Columbia Drive S7K 1E5
Home Phone: 306--934-4617

Thiessen, Carol,
Past President, SSLA
Teacher-Librarian: Dr. John G. Egnatoff School
Work Phone: 306-683-7503 or 306-683-7193
Work FAX: 306-683-8130 or 306-683-8138
Teacher-Librarian: Wildwood School
Home: Box 46, Langham, Sk. SOK 2L0
E mail: thiessen.carol@sbe.saskatoon.sk.ca
E mail: erniet@sk.sympatico.ca

Trew, Freda,
Superintendent of Curriculum & Staff Development
Saskatoon Public School Division
E mail: trew.freda@sbe.saskatoon.sk.ca

Wheatland Regional Library System
806 Duchess Avenue
Phone 306-652-5077 or 306-652-4993
Fax: 306-931-7611
E mail: bcameron@wheatland.lib.sk.ca
Bruce Cameron, Director

Wilderman, Mark,
Teacher, Marion M. Graham Collegiate

Wildwood Elementary School
203 Rosedale Road S7H 5H1
Phone: 306-683-7500

Zimmer, Barbara
Instructor, SIAST

Zuzak, Zenon,
Director, Saskatoon Public Library

Appendix 8.5 Library Plan for the Municipality of Umeå

Municipal and state educational efforts, a rapid development of ICT and an increase in the demand for library services make great demands on a better pooling of resources, as well as a critical revision of the accountability of the city library's resources. The library plan formulates the aims and direction for the library's activities in the municipality of Umeå and it can be considered as a complement to the activity plans for the planning period 2002-2004.

Organization

The responsibility for library activities in Umeå is divided among five committees or boards: the Cultural Committee; the Municipal District Councils in Holmsund/Obbola, Hörnefors and Sävar; and the Local Education Authority.

The areas of responsibility of the Cultural Committee includes the City Library; the branch libraries at Ersboda, Grubbe, Mariehem, Teg, Alidhem; as well as the Bookmobile, which regularly visits 29 pre-schools, 18 rural schools, and a number of day recreation centres, groups for school induction for 6-year olds, and child minders. Acting on the instructions of the Local Education Authority, the Cultural Committee is also responsible for the School Library Service (SLS), which is a complement to the compulsory school library.

The Municipal District Councils' responsibility includes public libraries in Holmsund, Obbola, Hörnefors and Sävar as well as six school libraries.

The Local Education Authority is responsible for the library at Umedalen, four upper secondary school libraries and 60-odd compulsory school libraries.

Out of a total of 11 public libraries, eight (8) libraries are integrated public and school libraries.

The head librarian, the person responsible for each library, the principal or headmaster of the secondary school are all responsible for ensuring that the activities of the libraries conform to the Swedish Act on Library Services, the over-all goals of the municipality of Umeå, and the established goals of each respective committee.

The principal or headmaster of the secondary school is also responsible for establishing teaching goals for information research skills and reading stimulation that is expressed in the local work plan.

National and international statement of aims and objectives

Library services are regulated by the Swedish Act on Library Services (Swedish Code of Statues 1996:1596). Furthermore, a clarification of the right of students to access libraries is expressed in the Curricula, National Compulsory School Curriculum 94, the National Voluntary School Curriculum 94, and the National Pre-School Curriculum 98. UNESCO (the UN organization for Educational, Scientific, and Cultural) has adopted a manifesto for both public libraries and school libraries.[1]

Vision statement suggestions

A vision that the libraries will knowingly work towards is that library services shall be accessible for all citizens on an equal basis.

Suggestions for overall goals

In a democratic society the availability of library service is essential, as the ability to read and access to information are fundamental requirements for participation in the democratic process. Libraries shall, therefore, play a prominent role in providing citizens/students with all sorts of information.

There should be a public library and a school library in each municipal district that has services that are physically accessible to all members of the community. This requires that the library facilities, information in all formats and media, the staff, and the technology should be adapted to the size of the population, the age distribution, and/or the number of students. Furthermore, a policy must be formulated so that no matter where members of the community live they should live within a reasonable distance of a library that has the same level and standard of library services as any other library in the municipality.

The approach to knowledge that is reflected in curricula emphasizes learning by discovery, curiosity and the desire to learn. It is implied that each student/teacher shall have access to a library in the school or near the school no matter the level of education--pre-school, compulsory school, upper secondary school or local authority administered adult education.

The public library should be a cornerstone for local cultural activity in the municipal districts and residential areas. Geographical proximity is especially important for small children, many youths and the aged.

The integrated public and school library. The public library that shares facilities with a school shall balance the library service needs of the general public with those of the students and teachers in terms of the resources that are allocated to each respective activity.

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[1] The Public Library Manifesto. School Library Manifesto. Swedish UNESCO Council's publication no. 2, 2000.

The school library is integral to the educational process and as such cannot be considered as an isolated function from the school's other educational activities.

Suggestions for common ratios

The work with advanced activity planning that is under way in Umeå assumes two aspects: firstly, an ongoing evaluation of its own municipal activities and secondly that comparison can be made with other libraries. The evaluation should analyse efficiency, productivity and quality.

This means that public libraries have a well-defined geographic area of responsibility where it is possible to relate to a specific number of inhabitants. The proposed geographical division is based on statistical areas from the demographic statistics[2] and is presented in Annex 2.

In order to facilitate the comparison of library service costs the working party suggests that the cost of the facilities should not be included in the supporting data.

At present there are no ratios for evaluating the services of either public libraries or school libraries in the municipality of Umeå. Together with the Municipal District Councils, the Local Education Authority has been instructed to determine ratios for school library activities. The Cultural Committee has been ordered to do the same for public libraries.

The various roles

The ***Public Library's*** fundamental mission is to ensure access to culture and to provide information. This is accomplished by providing a diversified collection of information sources and an assortment of high-quality media that to conforms to the needs and wishes of the community members. The public library is also an essential partner to other libraries, both local and national.

The ***School Library's*** fundamental mission is to serve as an instrument in the educational process of the school so that language skills of the students can be developed. In a broader sense of the term, this enables students to develop life long learning skills which allow them to read, understand and relate information, as well as critically examine sources of information and select the appropriate media and tools for seeking knowledge and expressing themselves. To achieve this, resources, such as the facilities, forms of media, technology, and staff, must be provided so that they are near the school.

The school plan[3] stipulates the school library as an area of high priority. It also states that equal access to a school library must be guaranteed by the purposeful allocation of resources.

Integrated public and school libraries

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[2] The population in the municipality of Umeå 1999. Report from the City Planning Department

[3] *En trygg skola med kunskaper till alla.* (A secure school with knowledge for all) School Plan for Umeå 2000-2003

Many public and school libraries are integrated in order to pool resources like facilities, staff, media materials and computer systems. The most common pattern is that the public library moves in to the school facilities. The schools have benefited since they have gained the services of professional librarians and access to a larger media collection.

Two different library activities are integrated into one, while the needs of two completely different groups must be satisfied. Each activity having its own governing body and, in part, each having its own goals and procedures, something which has bearing on the staffing, media material, the disposition of the premises, and the organization.

The general public should have access to services and collections during hours that people can visit them. In a community like Umeå that has such a high degree of gainfully employed people it is required that the opening hours must be extended to evenings and weekends. Futhermore, the public library's selection of media, technology and services should meet the needs of all age groups. The selection should be diversified and should not only be geared to the academic process, but it should also be equally suitable for amusement and adventure. Furthermore an ever increasing number adult students require help in developing information and communication technology skills, which in turn make even greater demands on the library.

Students and teachers need to have access to the library during the entire school day, which means opening hours that are mainly during the day. The school library's selection of media, technology and services should complement and support the teaching and should, therefore, always be accessible, which means that only a small portion of the library's factual material is available for home lending. A school library also serves as a place of work for the students.

Suggestions for the division of responsibility for integrated public and school libraries

Based on a mutual acceptance of responsibility, the school and the public libraries shall cooperate so that allocated funds are used to stimulate and strengthen the language skills of children and young people. This includes both the love of reading and handling information. This task should be planned jointly and should be made official in the local work plan of the school. At present there is a practice that schools pay for the cost of the premises and the public library bears the costs of staffing, media and technology. During the planning period 2002-2004, a recommendation for an agreement that more clearly regulates areas of responsibility and the division of costs between the school and the public library should be drawn up.

School Library Service (SLS)

School Library Service (SLS) serves as a complement to the school library in the comprehensive school. Its activities are organized as an integrated part of the Cultural Committee's library programme but the funding comes from the Local Education Authority. SLS furnishes media materials, mostly in the form of book boxes. The content and form of the collection are based on the literature required by students and teachers for instruction.

It is uncertain if the Municipal District Councils and the independent schools can make use of SLS services. The Local Education Authority, together with the Municipal District Councils, has been instructed to make clear whether the Municipal District Councils have the right to use the SLS services.

The School Library Service also has a location in Holmsund/Obbola that has a small book depot, which serves as a complement to the school library. The activity is completely financed by the school, but it is integrated in the school library programme that is organized under the culture and library section of the municipal district.

Suggestions for development areas

Investigating and defining "equal access" for the compulsory school library

The library of the compulsory schools is subject to various requirements. The School Plan stipulates that equal access to a school library must be guaranteed by the purposeful allocation of resources. The Local Education Authority, together with the Municipal District Councils, has been instructed to define the concept "equal access". An examination of the allocation of resources shall therefore be made so that development of the school library can be realized gradually.

Goals for teaching information research skills and reading stimulation measures

The School Plan stipulates that the local work plan shall state the goals for teaching information research skills and reading stimulation measures. The Local Education Authority, together with the Municipal District Councils, has been instructed to evaluate the goals that the schools have for teaching information handling and reading stimulation.

At some of the schools there is work in progress that can develop into a programme that aids individual teachers at all the schools in the municipality of Umeå. There are several models for teaching information handling that promote methods of learning by discovery. *'7 steps to knowledge'* is a model that has been developed for upper secondary schools in Umeå. The model is made up of different steps that include how to formulate a task, how to do research, make evaluations, draw conclusions and present the results. *'7 steps to knowledge'* can be developed so that it can even be applicable to the needs of the compulsory school.

It should be clearly stated in the local work plans of the schools how learning in information research and reading stimulation shall be developed. The plan shall, among other things, describe the following:

Handling information

- Goals for teaching handling information.
- What resources (facilities, media, staff, and technology) are allocated for each school?
- How is teaching information handling to be integrated with other subjects?

- Is in-service training needed and if so how and when should it be done?

Reading stimulation

- Goals for strengthening reading habits in children and young people.
- What resources (facilities, media, staff, and technology) are allocated for each school?
- How are teachers and library staff going to work together to plan the work, and how much time should be allotted for the task?
- Is in-service training needed and if so how and when should it be done?

Training

The school shall offer and conduct in-service training in how to integrate instruction in information research. Firstly, learning is characterized methods of learning by discovery and secondly, the goals for teaching information research skills and reading stimulation are lived up to.

SLS as an educational centre resource

SLS should be developed into an educational resource centre that aims to provide service and aid to educational development for all schools in the municipality of Umeå, which is to say even schools under the jurisdiction of the Municipal District Councils. Such a centre would serve as a specialized lending library and a reference collection for forms of media. This centre would work with questions related to ICT[4] and library science on a developing and consultative basis, and offer in-service training programmes for teachers and others. During the planning period, an examination of the position of SLS in the organization will be made.

Library computer system

Umeå's public libraries and three of the upper secondary libraries have used a single library computer network system since the beginning of the 1990s. The system's chief functions deal with:

- Borrowers' register with ca 70,000 registered borrowers,
- Library catalogue with ca 750,000 titles with the collection information recorded,
- Routing control that includes information about loaning, renewals, placing holds, etc.,
- Acquisition management where books and other media are registered.

The City Library is responsible for the operation and maintenance of the system. Member libraries pay an annual fee based on their utilization of services.

During the past few years a few schools have purchased more basic library computer systems. All the school libraries need to be

[4] Information and communications technology

computerized, and the selection and procurement of computer systems should be coordinated.

Gains from streamlining could be realized if library computer network systems of the schools were administrated by the City Library. The computer network system should make it possible to share data that is already available in the public school libraries' library catalogue. Furthermore, the computer system of the schools should be able to support functions that increase the degree of self-service in such areas as lending and returning books. The Local Education Authority, together with the Municipal District Councils, has been instructed to plan for a computerization of the school libraries.

Common selection criteria

The Cultural Committee, together with the Municipal District Councils, has been instructed to make recommendations for the updating of selection criteria for libraries in the municipality of Umeå. These updated selection criteria shall replace those that were confirmed by the City Council in 1983.

Quality assurance

During the planning period 2002-2004 all libraries shall implement quality assessments to measure user satisfaction among students, teachers and other school employees, for example, in the selection of library services and their quality.

In quality reports of schools that have chosen to give priority to work with skills for acquisition of reading and information research, evaluation should also be made of the ways the school works to stimulate and improve the language skills of children and young people, i.e. the love of reading, language development and handling information.

Independent schools

Costs for library activities are compensated for in the financial funds that independent schools receive. These funds can be elaborate with as they see fit.

There is however a tendency for independent schools to rely on public libraries as the only library resource, a task that the public libraries lack resources for at present. There is a certain ambiguity as to whether or not independent schools are subject to the provisions of the Act on Library Services[5]. According to information from the National Council for Cultural Affairs, the interpretation of the National Assembly of Independent Schools is that independent schools are not governed by the Act on Library Services. The National Agency for Education for the most part makes the same interpretation. It is urgent therefore that forms be found for regulating the access of independent schools to library services and that the matter should be taken up on the national level.

Library 2007

During the planning period the public libraries in the Umeå Region will begin a more organized cooperation. The Structural Funds Delegation has granted funding for the project. The overall goals for the project are to increase accessibility to the services of the libraries and to develop IT infrastructure.

Development/evaluation

The Cultural Committee and the Local Education Authority, together with the Municipal District Councils, have been instructed to recommend ratios that can be used to evaluate the effectiveness, productivity and quality of the school libraries, as well as the integrated public and school libraries.

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[1] Act on Library Services Section 5, "Within the nine-year compulsory school and upper secondary school there should be suitably distributed school libraries in order to stimulate the interest of pupils in reading and literature and also to satisfy their needs for material in the education."

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Appendix 8.7 CONSULTANT'S CURRICULUM VITAE

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Winnipeg School Division No. 1
Chief Librarian, 1979 - 1992 (Retirement)
Education Consultant,..... 1965 - 1979
Classroom Teacher
Shilo, Mb. Grades VI and VIII classroom
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Lecturing in all aspects of school library development, and staff training including University summer and evening courses
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Facilitator, Mentor, Trainer: in communications; leadership development; staff management, evaluation, and training
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Study Tour Observations Summary

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